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ABSTRACT

Project EPIC (Educational Preparation for Involvement in Careers) was conducted to study the best methods and techniques of infusing career education into the curriculum in five schools with high proportion of low-income children in the Jefferson County School System (Kentucky). The project had five basic goals: (1) provide low income children with a career education environment and varied experiences that will enable them to increase basic academic skills, awareness of work values, awareness/knowledge about work, career decision-making skills, and improve self concept; (2) provide school staff with the necessary career education knowledge, skills, and understanding; (3) to provide the community with the necessary knowledge, skills, and understanding; (4) provide dissemination of the project's model, processes, materials, and techniques; and (5) provide effective and efficient management of the career education program through the use of an information-based decision-making model. The Careers Test, developed by Behavioral Research Associates, was used to measure learner outcomes. Students were grouped according to amount of exposure to career education. Scores were compared between exposure groups, low, medium, and high. Data sources for the process evaluation included teacher questionnaires, teacher interviews, and surveys to students and parents. (The body of the report is organized so that each goal area is broken down into five specific objectives for that area, and a brief description of the results is presented for each objective. More complete data for each of the result areas are appended.) (BM)

ED189281

1977-1978 FINAL EVALUATION REPORT

OF

CAREER EDUCATION

(PROJECT E.P.I.C.)

SUBMITTED BY

PROGRAM AND PUPIL EVALUATION

JEFFERSON COUNTY PUBLIC SCHOOLS

LOUISVILLE, KENTUCKY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 024 175

REPORT #24
JANUARY 31, 1979

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Introduction

Educational Preparation for Involvement in Career (EPIC) is a demonstration project of the best methods and techniques of infusing Career Education into the curriculum in five schools with high proportions of low-income children in the Jefferson County School System. The project has five basic goals:

Goal 1. To provide low income children with a career education environment and varied experiences which will enable them to achieve objectives in each of the following:

1. increase basic academic skills
2. increase awareness of work values
3. increase awareness and knowledge about work
4. increase and improve self-concept
5. increase career decision-making skills

Goal 2. To provide the school staff with the necessary career education knowledge, skills and understandings which will enable them to:

1. continue to implement and refine the career model
2. integrate career concepts with the teaching/learning process
3. work in partnership with the home and family in order to further encourage the students' awareness, exploration and preparation for work
4. utilize and link with the work community, in a joint effort to effectively use the community as a classroom

Goal 3. To provide the community with the necessary career education knowledge and understanding which will enable them to:

1. participate as a partner in using the community as a classroom for the Career Education Program
2. provide feedback on the program

3. participate in activities designed to bring the home and family into the career concept

Goal 4. To provide dissemination of the project's model, processes, materials and techniques throughout the project and upon its conclusion on a:

1. local system basis
2. regional basis
3. national basis

Goal 5. To provide effective and efficient management of the Career Education Program through the use of an information-based decision-making model which will include:

1. an operational plan
2. action plans for each Staff Trainer and the Director
3. accomplishment reports for each Staff Trainer and Director
4. change request when necessary
5. a computerized management system which relates to intended transactions to actual transactions and activities quarterly
6. observations and interviews of classroom teachers by independent research assistants
7. periodic feedback to local schools and administrative staff of the school district
8. pre-test or assessment information on learners and teachers
9. product evaluation data

Each of these goal areas are further broken down into specific objectives which are evaluated in this report. Goal 1 deals with the learner outcomes. Performance objectives were developed for each of the learner outcomes and indicators were identified.

In the past there has been a problem obtaining valid and reliable measures for some of the learner outcomes. In their search for a suitable instrument, the program staff and the staff of Program and Pupil Evaluation decided upon the Careers Test, developed by the Behavioral Research Associates, as the best available measure of these learner outcomes.

The time required to find and acquire this instrument prevented administering it twice in the school year; therefore, no comparison of pre and post data is available.

However, it is the general concensus that the amount and form of exposure to career education varies from classroom to classroom. With this in mind, it was felt that an appropriate measure would be between exposure groups, low, medium, and high. Upon careful assessment of program implementation; students were grouped accordingly. Expectations were that those students receiving greater amounts of instruction in career education would be able to show evidence of program effectiveness by demonstrating increased achievement on the various dimensions of the test.

All of the product evaluation data concerning pupils can be found in the first section of the report under Goal 1. There is also a very extensive process evaluation component which was used to insure that the program was being implemented according to the design. Data sources for the process evaluation included teacher questionnaires, teacher interviews conducted by the staff of Program and Pupil Evaluation, and surveys to students and parents.

The use of a computerized management system allowed linkage of the major tasks and activities of the program staff within each of the five goal areas to all of the feedback provided by the questionnaires, interviews, and surveys. Quarterly, each staff member turned in an action plan which identified the major tasks, time-lines, levels, and role groups involved, and the desired outcomes. At the end of each quarter

the Program Director was made aware of potential problems if plans and accomplishments were not congruent.

The body of the report is organized in the following way: each goal area is broken down into specific objectives for that area, and a brief description of the results for that objective is presented. More complete data for each of the result areas can be found in the appendix at the end of the report.

Project E.P.I.C.

OBJECTIVE	EVALUATION PLAN	RESULTS
Goal #1 To provide low income children with a career education environment and varied experiences which will enable them to achieve objectives in each of the following: 1. increase basic academic skills 2. increase awareness of work values 3. increase awareness of and knowledge about work 4. increase and improve self-concept 5. increase career decision-making skills		
Objectives I. After participation in the Career Education Program, the students at each grade level will demonstrate and increase in basic academic skills. Indicators would include evidence of increase in the ability to: (a) use numerical computation, concepts, and application skills	I. Gr. 1-8 Stanford Achievement Test Gr. 9-12 Test of Academic Skills	I. During the spring of each school year, students in the Jefferson County Public Schools are given the Stanford Achievement Test. The pre-test was administered in May, 1977 and the post-test in May, 1978. The following data shows a comparison of the mean percentiles in Reading and Mathematics for each grade in those schools that participated in E.P.I.C.

OBJECTIVE	EVALUATION PLAN	RESULTS
I. continued (b) use reading and language arts skills (c) identify education as relevant to life	I. Continued	I. continued In reading the comparison of the 1977-78 percentiles with those of 1976-77 shows increases in grades one, two, three and six, with grades seven and twelve showing no change. In math, grades one, two, three, four, six and seven show increases. In grades five, eight, nine and ten there was a decline in mean percentiles. In those cases where there was improvement; though the results cannot be conclusively attributed to the program alone, there is reason to believe that Project E.P.I.C. (perhaps in combination with other instructional programs in these schools) had some impact on reading and mathematics achievement. Also the process data gives strong evidence that the program was well implemented.
II. After participation in the Career Education Program the students at each grade level will demonstrate an increase in the awareness of work. Indicators would include: (a) recognition of work values	II. Careers Test Random Sample Gr. 4, 5, 8 and 11 Comparison of Exposure Groups	II. The dimension used to measure this objective "Attitude Toward Value of Learning and Work." It consists of five items for the elementary level and four items for the secondary level. The items are designed to assess student awareness

	Reading		Mathematics	
Grade	76-77	77-78	76-77	77-78
1	32	40	48	50
2	30	36	42	49
3	40	49	46	56
4	38	35	40	44
5	42	37	44	43
6	18	24	23	28
7	24	24	26	27
8	26	25	30	28
9	48	40	44	40
10	54	50	50	47
11	48	46	52	52
12	46	46	50	50

OBJECTIVE	EVALUATION PLAN	RESULTS
II. continued (b) positive attitudes toward work	II. continued The Careers Test was administered to a random sample of students in grades 4, 5, 8 and 11. The test is comprised of dimensions and test items are assigned accordingly. The sampling technique was to take at least one classroom per grade and exposure level at each school. Classrooms were designated as low, medium, or high exposure according to the level of implementation. The mean scores for each exposure group were then compared to reflect increased achievement between each level of exposure.	II. continued of the interdependency of jobs in a community, the relationship between continual on-the-job learning and professional/personal satisfaction, and the factors that influence career mobility. The data are arranged to show the mean score by grade and exposure group. The data shows that students in grades 4 and 8 demonstrated increased knowledge according to their level of exposure to career education. In grade 4 students who experienced increased involvement in the Career Education Program were able to achieve higher mean scores than students whose participation was minimal. In grade 8 no students were tested from a low exposure group; however, there was a marked difference in mean scores for students in the medium exposure group and those in the high exposure group. Students in this grade receiving the maximum exposure to career education demonstrated increased achievement on this dimension. However, in grade five, students receiving increased exposure to career education were not successful in attaining increased mean scores. Actually students in the low exposure group had a higher score than students in both the medium and high exposure groups. Grade eleven high exposure students were not able to demonstrate increased achievement, but students in the medium exposure group did reach a slightly higher mean score. Overall, students at the elementary level did not give evidence of increased awareness on this dimension. However, secondary students did produce a positive change in the high exposure group. Although in grade 11 the students in the high exposure group had a mean score less than that for the low exposure group, the total scores for each group indicates that students receiving full involvement in career education do seem to possess increased positive attitudes in this area. (Table I , Page 9-B).

OBJECTIVE	EVALUATION PLAN	RESULTS
III. After participation in the Career Education Program, the students at each grade level will demonstrate increased awareness of and knowledge of work. Indicators would include evidence of: (a) recognition of major duties and abilities required by different types of work	III. Careers Test Random Sample Gr. 4, 5, 8 and 11 Comparison of Exposure Groups Low - Medium - High The Careers Test was administered to a random sample of students in grades 4, 5, 8 and 11. The test is comprised of dimensions and test items are assigned accordingly. The sampling technique was to take at least one classroom per grade and exposure level at each school. Classrooms were designated as low, medium, or high exposure according to the level of implementation. The mean scores for each exposure group were then compared to reflect increased achievement between each level of exposure.	III. A. There are two dimensions used to measure this objective. The first is "Knowledge of Job Skills Requirements." This dimension consists of five items for the elementary level and seven items for the secondary level. The items are designed to measure student knowledge of the skills/abilities/education needed to perform certain jobs. Students are given the names of several occupations and are asked to match them with the appropriate skills/ability/education needed to function in those occupations. The data are arranged to show the mean score by grade and exposure group. The data shows that in grade 4 there was consistent increase in the mean scores from low to high exposure groups. In grade 8 there were no students tested from a low exposure group, but there was a positive difference in the mean scores for the medium and high exposure groups. However, in grades 5 and 11, students in the medium exposure group and high exposure group were not successful in reaching a higher mean score. In spite of the negative difference in grade 5, the overall scores for elementary level students reflect increased achievement on this dimension. Apparently elementary students who experienced the additional involvement in the Career Education Program possessed increased knowledge of job skill requirements. On the other hand, students at the secondary level were not able to demonstrate increased knowledge on this dimension. Students with the added exposure to career education did not attain a higher mean score than students with low exposure. However, students in the high exposure group did attain an increase over students in the medium exposure group. (Table 1, page 9).

OBJECTIVE	EVALUATION PLAN	RESULTS
III. continued	III. continued	III. continued B. The other dimension that applies to the objective is "Knowledge of Factors Contributing to Job Satisfaction." It consists of five items for the elementary level and seven items for the secondary level. The items are intended to assess student awareness of the importance of job satisfaction to obtaining and performing certain jobs. The data are arranged to show the mean score by grade and exposure group. In grade 4 there was a pattern of increase across exposure groups. The students in the medium exposure group had a mean score higher than low exposure students, and the high exposure students achieved a mean score noticeably higher than students in both the low and medium exposure groups. There is no data for low exposure students in grade 8, but students in the high exposure group did achieve a substantially higher mean score than students in the medium exposure group. Students in grades 5 and 11 provided no evidence of increased knowledge in relation to the levels of exposure to career education. In fact, in both grades the pattern reflects a negative change across exposure groups. The total scores for each grade level shows that students in the increased exposure groups did not achieve higher mean scores than low exposure students. However, there was an increase in scores between the medium exposure group and the high exposure group. At the secondary level students in the medium exposure group had a score less than that for the low exposure students. Though the difference was very slight, high exposure students did reach an

OBJECTIVE	EVALUATION PLAN	RESULTS
III. continued	III. continued	III. continued increase over low exposure students. Indications are that the amount of exposure had no real effect of increasing achievement on the dimension. (Table I, Page 9)
IV. After participation in the Career Education Program, the students at each grade level will demonstrate an increase in self-awareness. Indicators would include each student producing a: (a) description of current abilities and talents (b) description of current interest and values (d) display of positive attitudes towards self	IV.	IV. Self-awareness is not measure directly by the Careers Test. Due to the time required in locating and obtaining an adequate instrument, no self-concept data is available.
V. After participation in the Career Education Program, the students at each grade level will demonstrate increased decision-making skills. Indicators would include evidence of being able to: (a) associate one's ability and limitations with possible success in work (b) relate personal interests and values to work (c) exercise career decision-making	V. Careers Test Random Sample Gr. 4, 5, 8 and 11 Comparison of Exposure Groups Low - Medium - High The Careers Test was administered to a random sample of students in grades 4, 5, 8 and 11. The test is comprised of dimensions and test items are assigned accordingly. The sampling technique was to take at least one	V. The dimension "Knowledge of Decision-Making/ Job Responsibilities" is used to measure this objective. The dimension consists of five items for the elementary level and six items for the secondary level. The items are designed to measure the extent to which students understand that they are responsible for the outcomes of their decisions. The students should be able to demonstrate how the use of resource materials is related to making career decisions, and understand which occupational roles involve greater or lesser amounts of decision making. The data arranged to show the mean score by grade and exposure group. Again the grade 4 students produced increased mean scores consistently across all exposure groups. In fact, students in the high exposure group demonstrated a substantial increase in achievement.

OBJECTIVE	EVALUATION PLAN	RESULTS
V. continued	V. continued classroom per grade and exposure level at each school. Classrooms were designated as low, medium, or high according to the level of implementation. The mean scores for each exposure group were then compared to reflect increased achievement between each level of exposure.	V. continued Although in grade 8 there were no students tested from a low exposure group, the students with high exposure had a mean score greater than the score for students in the medium exposure group. Grades 5 and 11 students did not provide any evidence of increased knowledge on this dimension. However, even though there were negative trends in both grades 5 and 11, the total scores for each grade level shows increases from low exposure to high exposure. The elementary levels show increases across the three exposure groups. The secondary level shows a decline in the scores between low exposure and medium exposure, but students in the high exposure group achieved a score larger than those for the other two groups. (Table 1, Page 9-A) Finally, taking a look at each dimension of the entire Careers Test it is apparent that fourth grade students, for the most part, demonstrated increased achievement on the test as a whole. On all but two of the dimension, the high exposure students attained increased mean scores consistently across exposure groups. In most every case the mean score for the high exposure students were substantially higher than the score for low exposure students. Unfortunately, the same does not hold true for fifth grade students. The students receiving the added exposure were not successful in increasing their achievement. Even though in few cases the difference in mean scores for medium exposure and high exposure groups did reflect positive changes, neither of these exposure groups achieved higher scores than the low exposure students. In fact, in a number of cases the low exposure students had

OBJECTIVE	EVALUATION PLAN	RESULTS
		scores substantially higher than the medium and high exposure students. On the whole, the total scores for elementary level students reflected a random pattern, with some positive changes and some negative changes. It seems that grade 4 students were successful in increasing achievement on the test and did benefit from the additional exposure to career education, but in grade 5 there seems to be room for improvement. As with the elementary grades, the data for secondary students shows essentially the same pattern. One grade group demonstrated increases in achievement pretty much consistently across exposure groups and one grade group did not. There were no students tested from a low exposure group in grade 8; but on practically all the dimensions, students in the high exposure group had higher mean scores than students in the medium exposure group. However, for grade 11 students there seemed to be a reverse pattern. On a majority of the dimensions there was a decline in mean scores consistently across exposure groups. As in grade 5 it seems that there is room for improvement in this grade. The total scores for the secondary level, for the most part, show a negative change between mean scores for low exposure students and medium exposure students. However, in a number of cases the high exposure group did achieve mean scores greater than the low and medium exposure students.

Table I
Careers Test
Mean Score By Grade and Exposure Group

I. Knowledge of Job Skill Requirements

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
4	25	43.2	38	53.2	18	78.9
5	21	60.0	71	49.9	27	48.1
Total	46	50.9	109	51.1	45	60.4
8	--	--	115	64.4	22	70.8
11	47	70.7	100	64.7	10	61.0
Total	47	70.7	215	64.5	32	67.7

II. Knowledge of Factors Contributing To Job Satisfaction

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
4	25	42.4	38	46.3	18	63.3
5	21	76.2	71	47.9	27	43.7
Total	46	57.8	109	47.3	45	51.5
8	--	--	115	48.8	22	74.9
11	47	67.1	100	64.7	10	53.8
Total	47	67.1	215	56.2	32	68.3

III. Knowledge of Commonalities Among Jobs

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
4	25	44.0	38	59.5	18	73.3
5	21	100.0	71	60.3	27	60.7
Total	46	69.5	109	60.0	45	65.7
8	--	--	115	63.7	22	78.1
11	47	71.9	100	69.5	10	44.0
Total	47	71.9	215	66.4	32	67.4

IV. Knowledge of Decision Making/Job Responsibilities

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
4	25	42.4	38	57.9	18	83.3
5	21	65.7	71	52.9	27	55.6
Total	46	53.0	109	54.6	45	66.7
8	--	--	115	31.9	22	45.9
11	47	38.9	100	38.1	10	34.6
Total	47	38.9	215	34.8	32	42.4

V. Economic Awareness

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
4	25	30.0	38	73.7	18	66.7
5	21	95.2	71	62.7	27	35.2
Total	46	59.8	109	66.5	45	47.8
8	--	--	115	45.9	22	59.1
11	47	50.0	100	48.3	10	37.5
Total	47	50.0	215	47.0	32	52.4

VI. Educational Awareness

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
4	25	28.8	38	39.5	18	52.2
5	21	59.0	71	38.0	27	43.7
Total	46	42.6	109	38.5	45	47.1
8	--	--	115	45.4	22	44.3
11	47	49.5	100	53.5	10	50.0
Total	47	49.5	215	49.2	32	46.1

VII. Attitude Toward Value of Learning and Work

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
4	25	38.4	38	45.8	18	50.0
5	21	67.6	71	44.8	27	45.8
Total	46	51.7	109	45.1	45	47.5
8	--	--	115	26.5	22	50.0
11	47	37.2	100	39.0	10	35.0
Total	47	37.2	215	32.3	32	45.3

VIII. Knowledge of Career Clusters Summary Scores

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
4	25	32.1	38	46.3	18	46.4
5	21	82.6	71	47.7	27	42.0
Total	46	55.2	109	47.2	45	43.8
8	--	--	115	28.9	22	36.5
11	47	43.1	100	35.2	10	31.9
Total	47	43.1	215	31.8	32	35.1

IX. Knowledge of Career Mobility Factors

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
8	--	--	115	34.1	22	62.5
11	47	45.8	100	42.3	10	37.5
Total	47	45.8	215	37.9	32	54.7

X. Knowledge of Occupational Structure

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
8	--	--	115	47.1	22	60.9
11	47	57.5	100	54.8	10	44.0
Total	47	57.5	215	50.7	32	55.6

XI. Career Clusters Interest Summary Score

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
8	--	--	115	54.1	22	50.0
11	47	51.1	100	50.2	10	56.0
Total	47	51.1	215	52.3	32	51.9

XII. Career Clusters Preparedness Summary Score

Grade	Low Exposure # Tested	Low Exposure Mean	Medium Exposure # Tested	Medium Exposure Mean	High Exposure # Tested	High Exposure Mean
8	--	--	115	49.6	22	48.2
11	47	51.5	100	53.8	10	66.0
Total	47	51.5	215	51.6	32	53.8

Process Evaluation

Throughout the school year, the department of Program and Pupil Evaluation conducted a very extensive process evaluation. This process evaluation provided a monitoring system by which the program staff could detect defects or deficiencies in the design or implementation of the program.

Data sources for the process evaluation included teacher questionnaires, teacher interviews, student surveys and parent surveys, and classroom observations.

The teacher questionnaire was administered at the beginning and end of the school year to all teachers in the schools participating in Project E.P.I.C. The questionnaire was designed to help determine progress and what problems teachers were encountering in their efforts to implement the program. Feedback obtained on the questionnaire provided the program staff with information on problem areas. This enabled the program staff to concentrate on specific areas of difficulty. The questionnaire also provided teachers with the opportunity to comment on the usefulness of the processes and techniques characteristic to the program.

Interviews were conducted by independent Research Assistants with randomly selected teachers at each of the project schools. The interviews dealt more in-depth with some of the same areas covered in the questionnaire, along with teacher interest in the program.

The other data sources were student and parent surveys. The surveys were distributed to a random sample of students in the project schools and their parents. The student survey dealt primarily with the amount of exposure to and interest in the program.

The survey sent to parents was designed to obtain feedback on their general knowledge of the program. Its purpose was to determine to what extent parents viewed the rele-

vance of career education to their child's total educational experience.

The following section deals with Goals 2 through 4. Each goal is broken down into specific objectives, and a brief discussion of the results of the results of the process evaluation is presented.

Goal 5 deals with the Management Information System. Complete summaries of all surveys can be found in the Appendix.

Goal #2 To provide the school staff with the necessary career education knowledge, skills and understandings which will enable them to:

1. continue to implement and refine the career model
2. integrate career concepts with the teaching/learning process
3. work in partnership with the home and family in order to further encourage the students' awareness, exploration and preparation for work
4. utilize and link with the work community, in a joint effort to effectively use the community as a classroom

Objective I.

After participation in a continuous program of staff development from August, 1977 to June, 1978, 95% of the teachers in each school will be able to utilize and link with the work community in a joint effort to effectively use the community as a classroom. Indicators would include:

a. student internships
b. teacher internships
c. field trips
d. job shadowing
e. teacher-community discussion groups
f. speakers
g. jointly developed materials

Documentation and verification for this objective may be found in the program staff files in the Career Education Office.

Goal #3 To provide the community with the necessary career education knowledge and understanding which will enable them to:

1. participate as a partner in using the community as a classroom for the Career Education Program
2. provide feedback on the program
3. participate in activities designed to bring the home and family into the career concepts

Objective I.

After participation in the orientation and training sessions, members of the work community will participate as partners in utilizing the community as a classroom. Indicators would include:

a. community-wide survey of resources
b. speakers
c. student shadowing experiences
d. student internships
e. teacher internships
f. feedback on curriculum
g. work experiences
h. joint teacher-community projects
i. participation in parent-teaching discussion groups

Documentation and verification of this objective may be found in program staff files in the Career Education Office.

Objective II.

After orientation to and involvement in the Career Education Program during 1977-78, members of the community will provide feedback on the program.

Indicators would include:

a. parent responses

b. community responses

c. advisory committee

d. student responses

Evaluation

One of the major purposes of the Parent Survey was to determine parental awareness of the Career Education Program and to gain feedback on their opinions as to its relevance. When asked how much they had heard about the program, sixty percent of the parents of elementary level students responded to the A lot/Some category. Only twenty-nine percent of the parents of secondary students responded to this same category. The parents who were familiar with the program cited the child as the main source of information. Also, when asked if they thought that they were receiving enough information about the program, thirty-three percent of the parents of elementary students responded positively, and only ten percent of the parents of secondary students responded positively.

Ninety-three percent of the parents of elementary students and ninety-one percent of the parents of secondary students thought Career Education was important to their child's total education.

On the subject of continuing Career Education as a regular part of the curriculum, eighty-four percent of the parents of elementary level students and eighty percent of the parents of secondary students responded positively.

Asked how parents could be involved in the Career Education Program, the majority of parents though volunteering as speakers, providing field trips to their places of employment, and encouraging the child to persue research

into a variety of careers were good ways in which parents could involve themselves.

The following data are compiled from the Parent Survey Summary. The complete summary report can be found in the Appendix (Exhibit 6 , Page137).

		Percent Responding A Lot/Some
How Much Have You Heard About The Career Education Program At Your Child's School?	Elementary	60
	Secondary	29
		Percent Responding Positively
Are You Receiving Enough Information About The Career Education Program At Your Child's School?	Elementary	33
	Secondary	10
		Percent Responding Very/Somewhat Important
Is Learning About Possible Careers As Important To Your Child's Education As Reading, Writing, And Math?	Elementary	93
	Secondary	91
		Percent Responding Very/Little Interest
How Interested Does Your Child Seem To Be In The Career Education Program At His Or Her School?	Elementary	77
	Secondary	62
		Percent Responding Positively
Should Career Education Be Continued As A Regulary Part Of The Curriculum?	Elementary	84
	Secondary	80

Objective III.

After orientation and participation in training activities, members of the home and families of the pilot schools will demonstrate and increase in knowledge of ways to facilitate their child's career development and to work with the school. Indicators would include:

a. participation in training sessions

b. knowledge of world of work model, as it is implemented

c. knowledge of decision-making process

d. knowledge of child's age group

e. knowledge of methods of facilitating child's awareness, exploration, and preparation activities/experiences

f. knowledge of methods for school and family to work together

See Parent Workshop Summaries (Exhibit 7 , Page 146)

Goal #4 To provide dissemination of the project's model, processes, materials and techniques throughout the project and upon its conclusion on a:

1. local system
2. regional basis
3. national basis

Objective I.

After participation in a continuous program of staff development from August, 1977 to June, 1978, 85% of the teachers in each school will be able to implement the career model, processes, materials and techniques. Indicators would include career related:

a. interviews
b. learning centers
c. field trips
d. research process
e. discussions
f. bulletin boards
g. interest centers
h. hands-on-activities
i. role playing activities

Evaluation

A teacher questionnaire was given at the beginning and end of the school year to all teachers at each of the pilot schools. One of its purposes was to determine if teachers found the techniques, materials, and processes useful to them when implementing the program.

One of the items on the questionnaire asks teachers to rate the usefulness of techniques that are characteristic to the program.

According to the data obtained on the questionnaire, it appears that the majority of teachers in both the elementary and secondary levels found that discussion, bulletin boards and resource materials were useful to them when blending career education into the curriculum. A large percentage of the elementary teachers also thought interviewing was very useful. In general, the majority of teachers at each level seemed to feel that most of the techniques were useful to them when dealing with career education. The percent of elementary teachers responding to the Useful/Somewhat Useful category remained basically the same from pre to post questionnaire. The percent of secondary teachers responding to the same category decreased from pre to post questionnaire.

The following data were compiled from the summaries of pre and post Teacher Questionnaires. Complete summary reports are included in the Appendix (Exhibit 2, Page 69).

Do You Find The Following To Be A Useful Way To Blend Career Education Into The Curriculum?

		Percent Responding Useful/Somewhat Useful	
		Pre	Post
a. learning centers	Elementary	83	85
	Secondary	52	54
b. discussion	Elementary	97	98
	Secondary	89	79
c. bulletin boards	Elementary	97	93
	Secondary	84	67
d. interviewing	Elementary	94	95
	Secondary	65	53

		Percent Responding Useful/Somewhat Useful	
		Pre	Post
e. role-playing	Elementary	78	85
	Secondary	54	47
f. hands-on-activities	Elementary	78	85
	Secondary	73	58
g. resource materials	Elementary	86	83
	Secondary	81	73
h. field trips	Elementary	67	93
	Secondary	61	62
i. student research	Elementary	53	50
	Secondary	76	54

Also, to determine if teachers were having any difficulty infusing Career Education with the curriculum, teachers were asked if they had encountered problems in various areas.

The data shows that a large percentage of elementary teachers encountered problems with the availability of speakers, materials, and in lesson planning. Secondary teachers cited the availability of materials and a lack of occupational information as problem areas.

On the post questionnaire, the percent of elementary teachers citing serious/few problems decreased on all the items except "speakers not available". Secondary teachers indicated that they had problems with the availability of materials and in lesson planning.

The following data were compiled from the summaries of pre and post Teacher Questionnaires. Complete summary reports are included in the Appendix (Exhibit 2 , Page69).

Have You Encountered Problems Integrating The Career Education Concept Into The Instructional Program In Any Of The Following Areas?

		Percent Responding Serious/Few Problems	
		Pre	Post
a. speakers not available	Elementary	50	55
	Secondary	46	45
b. not enough training	Elementary	31	28
	Secondary	47	45
c. materials not available	Elementary	50	43
	Secondary	57	52
d. lesson planning	Elementary	53	30
	Secondary	45	52
e. lack of occupational information	Elementary	42	45
	Secondary	58	49

Classroom observations were conducted at each of the pilot schools. The purpose of the observations was to monitor the progress teachers were making in their efforts to implement the program. The observations also served as another way in which problems with infusion could be detected.

The data collected through the observations coincides pretty much with data collected on the teacher questionnaire. Discussion seemed to be the technique used most frequently by teachers at both levels.

Ninety-one percent of the elementary teachers had learning centers established in the classroom. Only twenty-nine percent of the secondary teachers had centers established.

In general, elementary teachers seemed to rely heavily on discussion, speakers and learning centers as their major thrust of curriculum integration. Secondary teachers appeared to rely on discussion and field trips.

The following data are compiled from the Observation Summary. The complete summary can be found in the Appendix (Exhibit 3 , Page 111).

		Number Classrooms Observed	Number Centers Established	Percent Centers Established
Learning Centers Established	Elementary	34	31	91
	Secondary	48	14	29

Curriculum Integration		Number Classrooms Observed	Number Citing Frequent Use	Percent Citing Frequent Use
a. discussion	Elementary	34	20	59
	Secondary	48	27	56
b. speakers	Elementary	34	9	26
	Secondary	48	3	6
c. field trips	Elementary	34	0	0
	Secondary	48	25	52
d. role-playing	Elementary	34	4	12
	Secondary	48	1	2
e. learning centers	Elementary	34	10	29
	Secondary	48	2	4

Objective II.

After participation in a continuous program of staff development from August, 1977 to June, 1978, 95% of the teachers in each school will be able to integrate career education as a part of the teaching/learning process. Indicators would include career related:

a. curriculum supplement

b. lesson plans

c. lessons being conducted

d. discussions

e. learning centers

f. interviews

Evaluation

The interviews conducted with randomly selected teachers were designed to deal more in-depth with areas only touched upon by the teacher questionnaire.

When asked if they found the techniques booklet provided as a curriculum supplement useful, eighty-six percent of the elementary teachers and fifty-six percent of the secondary teachers positively responded positively.

Teachers were also asked if they had been successful motivating students using techniques characteristic to the program. According to feedback obtained on the interviews, it appears that the majority of elementary teachers thought bulletin boards and discussion were most successful to them in providing motivation for students. The majority of elementary teachers rated practically all of the various techniques positively, with the exception of student research. It seems that teachers felt elementary students were too young to handle it.

Most of the secondary teachers also thought discussion and bulletin boards were very succesful in motivating students. For the most part the teachers at this level found nearly all of the techniques successful, but felt that role-playing did not work very well.

The following data are compiled from the Teacher Interview Summary. The complete summary can be found in the Appendix (Exhibit 4, Page 115).

Do You Find The Techniques Booklet For Supplementary Activities Useful?

	Percent Responding Positively
Elementary	86
Secondary	56

Have You Been Successful In Motivating Students In Career Education By Using The Following Techniques:

		Percent Responding Positively
a. learning/interest centers	Elementary	89
	Secondary	54
b. bulletin boards	Elementary	100
	Secondary	81
c. discussion	Elementary	94
	Secondary	94
d. interviewing	Elementary	86
	Secondary	50
e. role-playing	Elementary	71
	Secondary	42
f. speakers	Elementary	83
	Secondary	54
g. field trips	Elementary	51
	Secondary	40
h. student research	Elementary	31
	Secondary	50

The student survey was designed to determine the extent to which students were being involved in career education. Its main purpose was to determine, if infact, students were being taught about careers as part of the regular instruction.

The survey given to students in grades one through five dealt primarily with student feelings toward learning about careers. When asked if they enjoyed or liked studying about different jobs, seventy-seven percent of these students responded positively. On the question pertaining to the desire to learn more about careers, seventy-seven percent of the students also responded positively. According to the data collected on the survey, elementary students seemed to enjoy learning about careers and found it interesting.

The survey given to students in grades six through twelve dealt more in-depth with areas of career study. Students were asked to what extent they had

studied about careers during the school year. Sixty-three percent responded to the a lot/some category. When asked about the relevance of career study to their education, ninety-eight percent of the students responded that they thought it was very/somewhat important. As for which technique or method that had been most helpful to them in their thinking about careers, it seems that the majority of students preferred field trips, discussions, and doing their own research.

The data collected on the comments section further verifies that students in general do enjoy studying about careers and seem to think it is necessary to learn about careers. When asked for suggestions, most thought all students should be made more aware of the program's existence, and there should be more career classes offered.

The following data are compiled from the summaries of the Student Surveys. Complete summary reports can be found in the Appendix (Exhibit 5 , Page 125).

		Percent of Students Responding Positively
Elementary	I Like Learning About The Different Jobs That People Do	77
	I Want To Learn More About All Kinds Of Jobs	77
		Percent Responding A lot/Some
Secondary	How Much Have You Studied About Careers This Year?	63
		Percent Responding Very/Somewhat Important
Secondary	Do You Think Reading, Writing And Math Skills Are Important In Helping You To Get A Good Job?	98

		Percent Responding
Secondary	Which Of The Following Have Been Helpful To You In Your Thinking About Careers?	
	a. interviewing speakers about their jobs	34
	b. going on field trips to see what people do on certain jobs	51
	c. class discussions on different jobs	51
	d. doing your own research on careers	50
	e. shadowing people on their jobs to see what they do	25
	f. internship	19

Goal #5 To Provide effective and efficient management of the Career Education Program through the use of an information-based decision-making model which will include:

1. an operational plan
2. action plans for each Staff-Trainer and Director
3. accomplishment reports for each Staff-Trainer and Director
4. change request when necessary
5. a computerized management system which relates intended transactions to actual transactions and activities quarterly
6. observations and interviews of classroom teachers by independent research assistants
7. periodic feedback to local schools and administrative staff of the school district
8. pre-test or assessment information on learners and teachers
9. product evaluation data

Evaluation

Throughout the year of program operation, the program staff were responsible for certain tasks organized by program objectives which would ensure program installation and implementation congruent to the program design. In order for these key tasks to be achieved, there were sub-tasks which had to also be executed. Each staff person submitted quarterly plans which listed intended activities that were result oriented. Accomplishment reports with verification and documentation information was was also gathered from independent sources. A change request was submitted when a major task was not accomplished.

The action plan/accomplishment report data were then coded and entered into computer files each quarter so that these key tasks could be related to the accomplishment of Goals 1 through 5. These data provided a self-report, verification and documentation system which could be used by the program Director in assessing the level of implementation and any needed reallocation of resources to problem areas. According to the data collected on these self-reports, the majority of tasks were accomplished for each quarter. In those instances where a tasks was not accomplished the reason usually was due to inclement weather and problems with rescheduling. However, when a task was not accomplished in one quarter, it was carried over and completed in another quarter (See Appendix Exhibit 8, Page 155).

APPENDIX

EXHIBIT 1

STANFORD ACHIEVEMENT TEST - MEANS

AND

STANINE DISTRIBUTIONS BY GRADE

BRECKINRIDGE ELEMENTARY

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1976-1977 GRADE 1

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1.VOCAB	38	4	140
2.READ-A	32	4	140
3.READ-B	40	5	140
4.WORD SS	22	3	140
5.MATH CON.	44	5	140
6.MATH APP.	46	5	140
7.SPELLING	0	0	0
8.LIST COMP	46	5	140
9.READ-TOT	28	4	140
10.MATH-TOT	46	5	140

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	7	5		
BELOW AVERAGE	2	20	14		
	3	28	20	39	23
	4	34	24		
AVERAGE	5	36	26		
	6	10	7	57	54
	7	4	3		
ABOVE AVERAGE	8	1	1		
	9	0	0	4	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	9	6		
BELOW AVERAGE	2	17	12		
	3	10	7	26	23
	4	24	17		
AVERAGE	5	19	14		
	6	27	19	50	54
	7	14	10		
ABOVE AVERAGE	8	12	9		
	9	7	5	24	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1976-1977 GRADE 2

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1.VOCAB	40	5	77
2.READ-A	34	4	77
3.READ-B	36	4	77
4.WORD SS	28	4	77
5.MATH-CON	38	4	77
6.MATH-COMP	44	5	77
7.MATH-APP	50	5	76
8.SPELLING	30	4	76
9.READ-TOT	30	4	77
10.MATH-TOT	42	5	76

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	5	6		
BELOW AVERAGE	2	8	10		
	3	20	26	43	23
	4	21	27		
AVERAGE	5	11	14		
	6	8	10	52	54
	7	1	1		
ABOVE AVERAGE	8	2	3		
	9	1	1	5	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	4		
BELOW AVERAGE	2	5	7		
	3	7	9	20	23
	4	17	22		
AVERAGE	5	21	28		
	6	10	13	63	54
	7	6	8		
ABOVE AVERAGE	8	3	4		
	9	4	5	17	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1976-1977 GRADE 3

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1.VOCAB	34	4	70
2.READ-COM	32	4	70
3.WORD SS	34	4	70
4.MATH-CON	38	4	70
5.MATH-COMP	44	5	70
6.MATH-APP	38	4	70
7.SPELLING	38	4	70
8.LANGUAGE	36	4	70
9.READ-TOT	32	4	70
10.MATH-TOT	38	4	70

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	10	14		
	3	17	24	39	23
	4	18	26		
AVERAGE	5	11	16		
	6	12	17	59	54
	7	1	1		
ABOVE AVERAGE	8	1	1		
	9	0	0	3	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	3		
BELOW AVERAGE	2	6	9		
	3	12	17	29	23
	4	16	23		
AVERAGE	5	16	23		
	6	11	16	61	54
	7	5	7		
ABOVE AVERAGE	8	0	0		
	9	2	3	10	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1976-1977 GRADE 4

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1.VOCAB	28	4	72
2.READ-COM	44	5	72
3.WORD SS	34	4	72
4.MATH-CON	46	5	72
5.MATH-COMP	46	5	72
6.MATH-APP	30	4	72
7.SPELLING	48	5	72
8.LANGUAGE	50	5	72
9.READ-TOT	36	4	72
10.MATH-TOT	38	4	72

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	7	10		
	3	13	18	28	23
	4	20	28		
AVERAGE	5	18	25		
	6	7	10	63	54
	7	7	10		
ABOVE AVERAGE	8	0	0		
	9	0	0	10	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	1		
BELOW AVERAGE	2	10	14		
	3	7	10	25	23
	4	25	35		
AVERAGE	5	15	21		
	6	10	14	69	54
	7	3	4		
ABOVE AVERAGE	8	0	0		
	9	1	1	6	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTION

550 BRECKINRIDGE ELEM 1976-1977 GRADE 5

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	28	4	48
2. READ-COM	46	5	48
3. WORD SS	38	4	48
4. MATH-CON	56	5	48
5. MATH-COMP	50	5	48
6. MATH-APP	46	5	48
7. SPELLING	48	5	48
8. LANGUAGE	46	5	48
9. READ-TOT	38	4	48
10. MATH-TOT	50	5	48

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	4		
BELOW AVERAGE	2	8	17		
	3	8	17	38	23
	4	5	10		
AVERAGE	5	12	25		
	6	6	13	48	54
	7	4	8		
ABOVE AVERAGE	8	2	4		
	9	1	2	15	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	0	0		
	3	6	13	13	23
	4	14	29		
AVERAGE	5	8	17		
	6	14	29	75	54
	7	2	4		
ABOVE AVERAGE	8	3	6		
	9	1	2	13	23

MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1977-1978 GRADE 1

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	30	4	139
2. READ-A	44	5	139
3. READ-B	46	5	139
4. WORD SS	22	3	138
5. M-CONCEPT	50	5	138
6. M-APPLIC	46	5	137
7. DIST COMP	46	5	137
8. READ-TOT	36	4	138
9. MATH- TOT	48	5	137

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	6	4		
BELOW AVERAGE	2	21	15		
	3	16	12	31	23
	4	34	25		
AVERAGE	5	28	20		
	6	24	17	62	54
	7	6	4		
ABOVE AVERAGE	8	0	0		
	9	3	2	7	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	5	4		
BELOW AVERAGE	2	16	12		
	3	13	9	25	23
	4	22	16		
AVERAGE	5	19	14		
	6	17	12	42	54
	7	14	10		
ABOVE AVERAGE	8	21	15		
	9	10	7	33	23

MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1977-1978 GRADE 2

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	36	4	96
2. READ-A	30	4	96
3. READ-B	38	4	96
4. WORD SS	20	3	96
5. M-CONCEPT	38	4	96
6. M-COMPUT	50	5	96
7. M-APPLIC	46	5	95
8. SPELL	30	4	96
9. READ-TOT	28	4	96
10. MATH-TOT	42	5	95

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	10	10		
BELOW AVERAGE	2	9	9		
	3	21	22	42	23
	4	23	24		
AVERAGE	5	24	25		
	6	7	7	56	54
	7	1	1		
ABOVE AVERAGE	8	0	0		
	9	1	1	2	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	2		
BELOW AVERAGE	2	4	4		
	3	14	15	21	23
	4	22	23		
AVERAGE	5	28	29		
	6	16	17	69	54
	7	6	6		
ABOVE AVERAGE	8	3	3		
	9	0	0	9	23

MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1977-1978 GRADE 3

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	50	5	65
2. R-COMPRE	42	5	66
3. WORD SS	46	5	66
4. M-CONCEPT	58	5	66
5. M-COMPUT	56	5	66
6. M-APPLIC	46	5	66
7. SPELL	44	5	66
8. LANG	40	5	65
9. SOC SCI	48	5	65
10. SCI	42	5	65
11. READ-TOT	44	5	66
12. MATH-TOT	54	5	66

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	5		
BELOW AVERAGE	2	4	6		
	3	8	12	23	23
	4	7	11		
AVERAGE	5	22	33		
	6	15	23	67	54
	7	1	2		
ABOVE AVERAGE	8	5	8		
	9	1	2	11	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	1	2		
	3	7	11	12	23
	4	12	18		
AVERAGE	5	16	24		
	6	15	23	65	54
	7	9	14		
ABOVE AVERAGE	8	4	6		
	9	2	3	23	23

MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1977-1978 GRADE 4

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	26	4	58
2. R-COMPRE	38	4	58
3. WORD SS	28	4	58
4. M-CONCEPT	40	5	58
5. M-COMPUT	52	5	58
6. M-APPLIC	36	4	58
7. SPELL	48	5	58
8. LANG	40	5	58
9. READ-TOT	32	4	58
10. MATH-TOT	42	5	58

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	2		
BELOW AVERAGE	2	12	21		
	3	12	21	43	23
	4	11	19		
AVERAGE	5	9	16		
	6	8	14	48	54
	7	4	7		
ABOVE AVERAGE	8	0	0		
	9	1	2	9	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	2		
BELOW AVERAGE	2	7	12		
	3	9	16	29	23
	4	11	19		
AVERAGE	5	14	24		
	6	7	12	55	54
	7	6	10		
ABOVE AVERAGE	8	2	3		
	9	1	2	16	23

MEANS AND STANINE DISTRIBUTIONS

550 BRECKINRIDGE ELEM 1977-1978 GRADE 5

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	24	4	76
2. R-COMPRE	40	5	76
3. WORD SS	30	4	76
4. M-CONCEPT	46	5	75
5. M-COMPUT	46	5	76
6. M-APPLIC	32	4	76
7. SPELL	48	5	76
8. LANG	36	4	76
9. SOC SCI	34	4	76
10. SCI	36	4	76
11. READ-TOT	32	4	76
12. MATH-TOT	40	5	75

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	3		
BELOW AVERAGE	2	10	13		
	3	14	18	34	23
	4	28	37		
AVERAGE	5	11	14		
	6	5	7	58	54
	7	4	5		
ABOVE AVERAGE	8	2	3		
	9	0	0	8	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	6	8		
	3	18	24	32	23
	4	16	21		
AVERAGE	5	17	23		
	6	10	13	57	54
	7	7	9		
ABOVE AVERAGE	8	1	1		
	9	0	0	11	23

SOUTH PARK ELEMENTARY

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1976-1977 GRADE 1

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	38	4	104
2. READ-A	36	4	104
3. READ-B	46	5	104
4. WORD SS	32	4	104
5. MATH CON.	50	5	104
6. MATH APP.	64	6	104
7. SPELLING	30	4	103
8. LIST COMP	0	0	0
9. READ-TOT	38	4	104
10. MATH-TOT	54	5	104

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	1		
BELOW AVERAGE	2	17	16		
	3	16	15	33	23
	4	25	24		
AVERAGE	5	18	17		
	6	13	13	54	54
	7	6	6		
ABOVE AVERAGE	8	5	5		
	9	3	3	13	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	1		
BELOW AVERAGE	2	4	4		
	3	5	5	10	23
	4	17	16		
AVERAGE	5	27	26		
	6	21	20	63	54
	7	13	13		
ABOVE AVERAGE	8	12	12		
	9	4	4	28	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1976-1977 GRADE 2

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	46	5	71
2. READ-A	30	4	71
3. READ-B	38	4	71
4. WORD SS	30	4	71
5. MATH-CON	42	5	71
6. MATH-COMP	40	5	71
7. MATH-APP	46	5	71
8. SPELLING	34	4	71
9. READ-TOT	30	4	71
10. MATH-TOT	42	5	71

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	4		
BELOW AVERAGE	2	10	14		
	3	14	20	38	23
	4	18	25		
AVERAGE	5	17	24		
	6	8	11	61	54
	7	0	0		
ABOVE AVERAGE	8	1	1		
	9	0	0	1	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	4	6		
	3	9	13	18	23
	4	19	27		
AVERAGE	5	19	27		
	6	12	17	70	54
	7	6	8		
ABOVE AVERAGE	8	0	0		
	9	2	3	11	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1976-1977 GRADE 3

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	54	5	50
2. READ-COM	46	5	50
3. WORD SS	52	5	50
4. MATH-CON	58	5	50
5. MATH-COMP	50	5	50
6. MATH-APP	50	5	50
7. SPELLING	44	5	50
8. LANGUAGE	50	5	50
9. READ-TOT	50	5	50
10. MATH-TOT	54	5	50

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	0	0		
	3	4	8	8	23
	4	11	22		
AVERAGE	5	16	32		
	6	12	24	78	54
	7	3	6		
ABOVE AVERAGE	8	2	4		
	9	2	4	14	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	0	0		
	3	6	12	12	23
	4	9	18		
AVERAGE	5	14	28		
	6	10	20	66	54
	7	8	16		
ABOVE AVERAGE	8	3	6		
	9	0	0	22	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1976-1977 GRADE 4

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	42	5	59
2. READ-COM	38	4	59
3. WORD SS	46	5	58
4. MATH-CON	46	5	57
5. MATH-COMP	42	5	58
6. MATH-APP	40	5	58
7. SPELLING	46	5	59
8. LANGUAGE	40	5	59
9. READ-TOT	42	5	58
10. MATH-TOT	42	5	57

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	3		
BELOW AVERAGE	2	4	7		
	3	6	10	21	23
	4	7	12		
AVERAGE	5	22	38		
	6	10	17	67	54
	7	6	10		
ABOVE AVERAGE	8	1	2		
	9	0	0	12	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	2		
BELOW AVERAGE	2	7	12		
	3	7	12	26	23
	4	10	18		
AVERAGE	5	17	30		
	6	5	9	56	54
	7	8	14		
ABOVE AVERAGE	8	2	4		
	9	0	0	18	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1976-1977 GRADE 5

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	50	5	54
2. READ-COM	50	5	54
3. WORD SS	48	5	54
4. MATH-CON	36	4	54
5. MATH-COMP	50	5	54
6. MATH-APP	34	4	54
7. SPELLING	56	5	54
8. LANGUAGE	52	5	54
9. READ-TOT	48	5	54
10. MATH-TOT	42	5	54

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	3	6		
	3	4	7	13	23
	4	14	26		
AVERAGE	5	14	26		
	6	8	15	67	54
	7	8	15		
ABOVE AVERAGE	8	1	2		
	9	2	4	20	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	4		
BELOW AVERAGE	2	2	4		
	3	7	13	20	23
	4	16	30		
AVERAGE	5	16	30		
	6	5	9	69	54
	7	6	11		
ABOVE AVERAGE	8	0	0		
	9	0	0	11	23

MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1977-1978 GRADE 1

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASE
1. VOCAB	38	4	126
2. READ-A	50	5	125
3. READ-B	50	5	124
4. WORD SS	36	4	124
5. M-CONCEPT	50	5	124
6. M-APPLIC	52	5	124
7. LIST COMP	46	5	124
8. READ-TOT	44	5	123
9. MATH-TOT	52	5	124

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	2		
BELOW AVERAGE	2	8	7		
	3	19	15	24	23
	4	30	24		
AVERAGE	5	20	16		
	6	18	15	55	54
	7	13	11		
ABOVE AVERAGE	8	8	7		
	9	4	3	20	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	4	3		
BELOW AVERAGE	2	8	6		
	3	9	7	17	23
	4	21	17		
AVERAGE	5	27	22		
	6	26	21	60	54
	7	15	12		
ABOVE AVERAGE	8	9	7		
	9	5	4	23	23

MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1977-1978 GRADE 2

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	54	5	71
2. READ-A	46	5	71
3. READ-B	48	5	70
4. WORD SS	44	5	71
5. M-CONCEPT	56	5	70
6. M-COMPUT	60	6	71
7. M-APPLIC	64	6	71
8. SPELL	46	5	71
9. READ-TOT	46	5	70
10. MATH-TOT	58	5	70

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	1		
BELOW AVERAGE	2	3	4		
	3	5	7	13	23
	4	15	21		
AVERAGE	5	21	30		
	6	15	21	73	54
	7	6	9		
ABOVE AVERAGE	8	2	3		
	9	2	3	14	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	2	3		
	3	5	7	10	23
	4	7	10		
AVERAGE	5	15	21		
	6	18	26	57	54
	7	17	24		
ABOVE AVERAGE	8	4	6		
	9	2	3	33	23

MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1977-1978 GRADE 3

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	54	5	41
2. R-COMPRE	54	5	41
3. WORD SS	60	6	41
4. M-CONCEPT	64	6	41
5. M-COMPUT	70	6	41
6. M-APPLIC	46	5	41
7. SPELL	54	5	41
8. LANG	52	5	41
9. SOC SCI	52	5	41
10. SCI	54	5	41
11. READ-TOT	58	5	41
12. MATH-TOT	60	6	41

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	0	0		
	3	0	0	0	23
	4	3	7		
AVERAGE	5	17	41		
	6	17	41	90	54
	7	2	5		
ABOVE AVERAGE	8	2	5		
	9	0	0	10	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	0	0		
	3	1	2	2	23
	4	7	17		
AVERAGE	5	8	20		
	6	12	29	66	54
	7	13	32		
ABOVE AVERAGE	8	0	0		
	9	0	0	32	23

MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1977-1978 GRADE 4

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	50	5	37
2. R-COMPRE	44	5	39
3. WORD SS	38	4	37
4. M-CONCEPT	46	5	37
5. M-COMPUT	42	5	37
6. M-APPLIC	50	5	37
7. SPELL	40	5	37
8. LANG	32	4	37
9. READ-TOT	40	5	37
10. MATH- TOT	46	5	37

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED IN RANGE
	1	0	0		
BELOW AVERAGE	2	5	14		
	3	5	14	27	23
	4	7	19		
AVERAGE	5	9	24		
	6	7	19	62	54
	7	2	5		
ABOVE AVERAGE	8	2	5		
	9	0	0	11	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED IN RANGE
	1	0	0		
BELOW AVERAGE	2	1	3		
	3	4	11	14	23
	4	10	27		
AVERAGE	5	12	32		
	6	7	19	78	54
	7	2	5		
ABOVE AVERAGE	8	1	3		
	9	0	0	8	23

MEANS AND STANINE DISTRIBUTIONS

050 SOUTH PARK ELEM 1977-1978 GRADE 5

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	42	5	47
2. R-COMPRE	46	5	47
3. WORD SS	46	5	47
4. M-CONCEPT	36	4	47
5. M-COMPUT	60	6	47
6. M-APPLIC	42	5	47
7. SPELL	52	5	47
8. LANG	48	5	47
9. SOC SCI	40	5	46
10. SCI	40	5	46
11. READ-TOT	44	5	47
12. MATH-TOT	48	5	47

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	4	9		
	3	5	11	19	23
	4	12	26		
AVERAGE	5	10	21		
	6	12	26	72	54
	7	4	9		
ABOVE AVERAGE	8	0	0		
	9	0	0	9	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	2		
BELOW AVERAGE	2	2	4		
	3	4	9	15	23
	4	13	28		
AVERAGE	5	12	26		
	6	9	19	72	54
	7	5	11		
ABOVE AVERAGE	8	1	2		
	9	0	0	13	23

WESTERN MIDDLE

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

710 WESTERN JR. HIGH 1976-1977 GRADE 6

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	22	3	240
2. READ-COM	22	3	239
3. WORD SS	22	3	238
4. MATH-CON	20	3	238
5. MATH COMP	26	4	236
6. MATH-APP	24	4	234
7. SPELLING	28	4	233
8. LANGUAGE	24	4	236
9. READ-TOT	18	3	238
10. MATH-TOT	23	4	234

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	42	18		
BELOW AVERAGE	2	54	23		
	3	57	24	64	23
	4	36	15		
AVERAGE	5	25	11		
	6	12	5	31	54
	7	10	4		
ABOVE AVERAGE	8	0	0		
	9	1	0	5	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	19	8		
BELOW AVERAGE	2	62	26		
	3	50	21	56	23
	4	49	21		
AVERAGE	5	23	10		
	6	20	9	39	54
	7	7	3		
ABOVE AVERAGE	8	4	2		
	9	0	0	5	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

710 WESTERN JR. HIGH 1976-1977 GRADE 7

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	24	4	296
2. READ-COM	20	3	295
3. MATH-CON	16	3	298
4. MATH-COMP	23	4	295
5. MATH-APP	23	4	297
6. SPELLING	26	4	296
7. LANGUAGE	22	3	297
8. READING-TOT	20	3	295
9. MATH-TOT	20	3	294

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED IN RANGE
	1	36	12		
BELOW AVERAGE	2	73	25		
	3	67	23	60	23
	4	62	21		
AVERAGE	5	39	13		
	6	12	4	38	54
	7	4	1		
ABOVE AVERAGE	8	2	1		
	9	0	0	2	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED IN RANGE
	1	27	9		
BELOW AVERAGE	2	75	26		
	3	75	26	60	23
	4	73	25		
AVERAGE	5	30	10		
	6	12	4	39	54
	7	2	1		
ABOVE AVERAGE	8	0	0		
	9	0	0	1	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

710 WESTERN JR. HIGH 1976-1977 GRADE 8

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	22	3	264
2. READ-COM	22	3	260
3. MATH-CON	23	4	279
4. MATH-COMP	26	4	277
5. MATH-APP	26	4	274
6. SPELLING	24	4	266
7. LANGUAGE	22	3	265
8. READING-TOT	20	3	259
9. MATH-TOT	24	4	273

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED IN RANGE
	1	29	11		
BELOW AVERAGE	2	47	18		
	3	74	29	58	23
	4	58	22		
AVERAGE	5	36	14		
	6	8	3	39	54
	7	7	3		
ABOVE AVERAGE	8	0	0		
	9	0	0	3	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL IN RANGE	EXPECTED % IN RANGE
	1	20	7		
BELOW AVERAGE	2	64	23		
	3	68	25	56	23
	4	62	23		
AVERAGE	5	36	13		
	6	16	6	42	54
	7	3	1		
ABOVE AVERAGE	8	2	1		
	9	2	1	3	23

MEANS AND STANINE DISTRIBUTIONS

710 WESTERN MIDDLE 1977-1978 GRADE 6

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	24	4	267
2. R-COMPRE	24	4	267
3. WORD SS	26	4	267
4. M-CONCEPT	26	4	264
5. M-COMPUT	34	4	264
6. M-APPLIC	26	4	263
7. SPELL	30	4	270
8. LANG	28	4	270
9. READ-TOT	24	4	267
10. MATH-TOT	28	4	263

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	32	12		
BELOW AVERAGE	2	51	19		
	3	59	22	53	23
	4	49	18		
AVERAGE	5	40	15		
	6	18	7	40	54
	7	14	5		
ABOVE AVERAGE	8	4	1		
	9	0	0	7	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	19	7		
BELOW AVERAGE	2	42	16		
	3	48	18	41	23
	4	71	27		
AVERAGE	5	47	18		
	6	22	8	53	54
	7	9	3		
ABOVE AVERAGE	8	3	1		
	9	2	1	9	23

MEANS AND STANINE DISTRIBUTIONS

710 WESTERN MIDDLE 1977-1978 GRADE 7

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	20	3	260
2. R-COMPRE	23	4	260
3. M-CONCEPT	16	3	257
4. M-COMPUT	23	4	256
5. M-APPLIC	23	4	254
6. SPELL	26	4	258
7. LANG	24	4	249
8. READ-TOT	20	3	259
9. MATH-TOT	20	3	253

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	21	8		
BELOW AVERAGE	2	62	24		
	3	71	27	59	23
	4	60	23		
AVERAGE	5	28	11		
	6	11	4	38	54
	7	5	2		
ABOVE AVERAGE	8	1	0		
	9	0	0	2	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	26	10		
BELOW AVERAGE	2	69	27		
	3	62	25	62	23
	4	55	22		
AVERAGE	5	24	9		
	6	14	6	37	54
	7	3	1		
ABOVE AVERAGE	8	0	0		
	9	0	0	1	23

MEANS AND STANINE DISTRIBUTIONS

710 WESTERN MIDDLE 1977-1978 GRADE 8

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	20	3	316
2. R-COMPRE	22	3	316
3. M-CONCEPT	23	4	321
4. M-COMPUT	23	4	320
5. M-APPLIC	23	4	318
6. SPELL	24	4	320
7. LANG	22	3	315
8. SOC SCI	20	3	316
9. SCI	22	3	302
10. READ-TOT	20	3	315
11. MATH-TOT	22	3	317

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	37	12		
BELOW AVERAGE	2	67	21		
	3	91	29	62	23
	4	61	19		
AVERAGE	5	36	11		
	6	14	4	35	54
	7	4	1		
ABOVE AVERAGE	8	4	1		
	9	1	0	3	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	33	10		
BELOW AVERAGE	2	73	23		
	3	78	25	58	23
	4	76	24		
AVERAGE	5	35	11		
	6	15	5	40	54
	7	6	2		
ABOVE AVERAGE	8	1	0		
	9	0	0	2	23

FAIRDALE JUNIOR AND SENIOR

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

057 FAIRDALE HIGH 1976-1977 GRADE 7

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	32	4	270
2. READ-COM	32	4	271
3. MATH-CON	32	4	277
4. MATH-COMP	34	4	273
5. MATH-APP	38	4	268
6. SPELLING	34	4	276
7. LANGUAGE	34	4	268
8. READING-TOT	30	4	266
9. MATH-TOT	34	4	262

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	20	8		
BELOW AVERAGE	2	40	15		
	3	54	20	43	23
	4	56	21		
AVERAGE	5	52	20		
	6	30	11	52	54
	7	11	4		
ABOVE AVERAGE	8	2	1		
	9	1	0	5	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	16	6		
BELOW AVERAGE	2	44	17		
	3	49	19	42	23
	4	55	21		
AVERAGE	5	46	18		
	6	32	12	51	54
	7	10	4		
ABOVE AVERAGE	8	6	2		
	9	4	2	8	23

SYSTEM WIDE MEANS AND STANINE DISTRIBUTIONS

057 FAIRDALE HIGH 1976-1977 GRADE 8

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	34	4	246
2. READ-COM	32	4	238
3. MATH-CON	36	4	244
4. MATH-COMP	38	4	243
5. MATH-APP	38	4	238
6. SPELLING	34	4	246
7. LANGUAGE	32	4	246
8. READING-TOT	32	4	236
9. MATH-TOT	38	4	232

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	18	8		
BELOW AVERAGE	2	25	11		
	3	47	20	38	23
	4	55	23		
AVERAGE	5	44	19		
	6	30	13	55	54
	7	7	3		
ABOVE AVERAGE	8	8	3		
	9	2	1	7	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	16	7		
BELOW AVERAGE	2	20	9		
	3	47	20	36	23
	4	43	19		
AVERAGE	5	45	19		
	6	32	14	52	54
	7	14	6		
ABOVE AVERAGE	8	8	3		
	9	7	3	13	23

057 FAIRDALE HIGH 1976-1977 GRADE 9

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	36	4	381
2. ENGLISH	32	4	382
3. MATHEMATICS	36	4	382

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	14	4		
BELOW AVERAGE	2	43	11		
	3	62	16	31	23
	4	80	21		
AVERAGE	5	71	19		
	6	56	15	54	54
	7	29	8		
ABOVE AVERAGE	8	12	3		
	9	14	4	14	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	19	5		
BELOW AVERAGE	2	46	12		
	3	60	16	33	23
	4	77	20		
AVERAGE	5	80	21		
	6	49	13	54	54
	7	25	7		
ABOVE AVERAGE	8	19	5		
	9	7	2	13	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	8	2		
BELOW AVERAGE	2	38	10		
	3	63	16	29	23
	4	80	21		
AVERAGE	5	86	23		
	6	51	13	57	54
	7	31	8		
ABOVE AVERAGE	8	12	3		
	9	11	3	14	23

057 FAIRDALE HIGH 1976-1977 GRADE 10

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	42	5	264
2. ENGLISH	38	4	262
3. MATHEMATICS	40	5	269

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	1		
BELOW AVERAGE	2	20	8		
	3	28	11	19	23
	4	46	17		
AVERAGE	5	76	29		
	6	41	16	62	54
	7	21	8		
ABOVE AVERAGE	8	16	6		
	9	12	5	19	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	4	2		
BELOW AVERAGE	2	21	8		
	3	39	15	24	23
	4	47	18		
AVERAGE	5	66	25		
	6	46	18	61	54
	7	23	9		
ABOVE AVERAGE	8	12	5		
	9	4	2	15	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	0	0		
BELOW AVERAGE	2	18	7		
	3	41	15	22	23
	4	47	17		
AVERAGE	5	69	26		
	6	51	19	62	54
	7	15	6		
ABOVE AVERAGE	8	19	7		
	9	9	3	16	23

057 FAIRDALE HIGH 1976-1977 GRADE 11

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	42	5	268
2. ENGLISH	38	4	269
3. MATHEMATICS	44	5	263

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	9	3		
BELOW AVERAGE	2	20	7		
	3	33	12	23	23
	4	57	21		
AVERAGE	5	62	23		
	6	43	16	60	54
	7	27	10		
ABOVE AVERAGE	8	9	3		
	9	8	3	16	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	13	5		
BELOW AVERAGE	2	21	8		
	3	47	17	30	23
	4	49	18		
AVERAGE	5	60	22		
	6	35	13	54	54
	7	20	7		
ABOVE AVERAGE	8	22	8		
	9	2	1	16	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	10	4		
BELOW AVERAGE	2	24	9		
	3	33	13	25	23
	4	57	22		
AVERAGE	5	52	20		
	6	44	17	58	54
	7	28	11		
ABOVE AVERAGE	8	8	3		
	9	7	3	16	23

057 FAIRDALE HIGH 1976-1977 GRADE 12

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	44	5	107
2. ENGLISH	38	4	107
3. MATHEMATICS	44	5	110

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	2		
BELOW AVERAGE	2	7	7		
	3	8	7	16	23
	4	24	22		
AVERAGE	5	27	25		
	6	18	17	64	54
	7	10	9		
ABOVE AVERAGE	8	8	7		
	9	3	3	20	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	1		
BELOW AVERAGE	2	8	7		
	3	17	16	24	23
	4	23	21		
AVERAGE	5	21	20		
	6	20	19	60	54
	7	10	9		
ABOVE AVERAGE	8	5	5		
	9	2	2	16	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	1		
BELOW AVERAGE	2	4	4		
	3	18	16	21	23
	4	26	24		
AVERAGE	5	27	25		
	6	17	15	64	54
	7	9	8		
ABOVE AVERAGE	8	5	5		
	9	3	3	15	23

057 FAIRDALE HIGH 1977-1978 GRADE 7

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	32	4	227
2. B-COMPRE	30	4	227
3. M-CONCEPT	26	4	228
4. M-COMPOT	34	4	227
5. M-APPLIC	34	4	228
6. SPELL	36	4	225
7. LANG	34	4	225
8. READ-TOT	28	4	227
9. MATH-TOT	34	4	224

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	11	5		
BELOW AVERAGE	2	40	18		
	3	55	24	47	23
	4	46	20		
AVERAGE	5	44	19		
	6	18	8	48	54
	7	10	4		
ABOVE AVERAGE	8	3	1		
	9	0	0	6	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	14	6		
BELOW AVERAGE	2	39	17		
	3	45	20	44	23
	4	52	23		
AVERAGE	5	33	15		
	6	23	10	48	54
	7	11	5		
ABOVE AVERAGE	8	5	2		
	9	2	1	8	23

MEANS AND STANINE DISTRIBUTIONS

057 FAIRDALE HIGH 1977-1978 GRADE 8

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. VOCAB	32	4	239
2. R-COMPRE	34	4	236
3. M-CONCEPT	32	4	239
4. M-COMPUT	38	4	237
5. M-APPLIC	38	4	236
6. SPELL	36	4	236
7. LANG	32	4	232
8. SOC SCI	30	4	236
9. SCI	34	4	231
10. READ-TOT	32	4	232
11. MATH-TOT	36	4	229

READING TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	11	5		
BELOW AVERAGE	2	24	10		
	3	49	21	36	23
	4	69	30		
AVERAGE	5	39	17		
	6	28	12	59	54
	7	7	3		
ABOVE AVERAGE	8	2	1		
	9	3	1	5	23

MATH TOTAL

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	8	3		
BELOW AVERAGE	2	27	12		
	3	41	18	33	23
	4	63	28		
AVERAGE	5	42	18		
	6	26	11	57	54
	7	14	6		
ABOVE AVERAGE	8	4	2		
	9	4	2	10	23

MEANS AND STANINE DISTRIBUTIONS

057 FAIRDALE HIGH 1977-1978 GRADE 9

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	36	4	376
2. ENGLISH	32	4	376
3. MATHEMATICS	36	4	375

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	19	5		
BELOW AVERAGE	2	40	11		
	3	68	18	34	23
	4	78	21		
AVERAGE	5	75	20		
	6	47	13	53	54
	7	29	8		
ABOVE AVERAGE	8	8	2		
	9	12	3	13	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	22	6		
BELOW AVERAGE	2	30	8		
	3	60	16	30	23
	4	99	26		
AVERAGE	5	54	22		
	6	40	11	59	54
	7	20	5		
ABOVE AVERAGE	8	16	4		
	9	5	1	11	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	8	2		
BELOW AVERAGE	2	38	10		
	3	77	21	33	23
	4	78	21		
AVERAGE	5	76	20		
	6	50	13	54	54
	7	16	4		
ABOVE AVERAGE	8	19	5		
	9	13	3	13	23

MEANS AND STANINE DISTRIBUTIONS

057 FAIRDALE HIGH 1977-1978 GRADE 10

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	44	5	268
2. ENGLISH	36	4	269
3. MATHEMATICS	42	5	269

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	1	0		
BELOW AVERAGE	2	16	6		
	3	37	14	20	23
	4	51	19		
AVERAGE	5	50	19		
	6	56	21	59	54
	7	29	11		
ABOVE AVERAGE	8	18	7		
	9	10	4	21	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	4	1		
BELOW AVERAGE	2	19	7		
	3	45	17	25	23
	4	59	22		
AVERAGE	5	54	20		
	6	45	17	59	54
	7	26	10		
ABOVE AVERAGE	8	11	4		
	9	6	2	16	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	1		
BELOW AVERAGE	2	15	6		
	3	37	14	20	23
	4	49	18		
AVERAGE	5	57	21		
	6	47	17	57	54
	7	30	11		
ABOVE AVERAGE	8	18	7		
	9	13	5	23	23

057 FAIRDALE HIGH 1977-1978 GRADE 11

TEST NAME	PERCENTILE	STANINE	OF CASES
1. READING	36	4	231
2. ENGLISH	38	4	231
3. MATHEMATICS	44	5	231

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	13	6		
BELOW AVERAGE	2	22	10		
	3	35	15	30	23
	4	48	21		
AVERAGE	5	54	23		
	6	40	17	61	54
	7	12	5		
ABOVE AVERAGE	8	5	2		
	9	2	1	8	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	11	5		
BELOW AVERAGE	2	23	10		
	3	28	12	27	23
	4	46	20		
AVERAGE	5	55	24		
	6	30	13	57	54
	7	23	10		
ABOVE AVERAGE	8	9	4		
	9	6	3	16	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	4	2		
BELOW AVERAGE	2	19	8		
	3	32	14	24	23
	4	53	23		
AVERAGE	5	61	26		
	6	31	13	63	54
	7	20	9		
ABOVE AVERAGE	8	8	3		
	9	3	1	13	23

057 FAIRDALE HIGH 1977-1978 GRADE 12

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	40	5	101
2. ENGLISH	36	4	101
3. MATHEMATICS	44	5	101

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	3		
BELOW AVERAGE	2	8	8		
	3	21	21	32	23
	4	17	17		
AVERAGE	5	16	16		
	6	10	10	43	54
	7	13	13		
ABOVE AVERAGE	8	9	9		
	9	4	4	26	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	2		
BELOW AVERAGE	2	12	12		
	3	17	17	31	23
	4	22	22		
AVERAGE	5	15	15		
	6	6	8	45	54
	7	11	11		
ABOVE AVERAGE	8	10	10		
	9	4	4	25	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	2		
BELOW AVERAGE	2	8	8		
	3	14	14	24	23
	4	26	26		
AVERAGE	5	19	19		
	6	12	12	56	54
	7	9	9		
ABOVE AVERAGE	8	3	3		
	9	8	8	30	23

CENTRAL SENIOR

179 CENTRAL HIGH 1976-1977 GRADE 9

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	50	5	381
2. ENGLISH	44	5	384
3. MATHEMATICS	50	5	381

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	11	3		
BELOW AVERAGE	2	31	8		
	3	41	11	22	23
	4	50	13		
AVERAGE	5	57	15		
	6	66	17	45	54
	7	63	17		
ABOVE AVERAGE	8	30	8		
	9	32	8	33	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	6	2		
BELOW AVERAGE	2	20	5		
	3	56	15	21	23
	4	55	14		
AVERAGE	5	76	20		
	6	63	16	51	54
	7	52	14		
ABOVE AVERAGE	8	38	10		
	9	18	5	28	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	1		
BELOW AVERAGE	2	27	7		
	3	42	11	19	23
	4	50	13		
AVERAGE	5	69	18		
	6	59	15	47	54
	7	50	13		
ABOVE AVERAGE	8	28	7		
	9	54	14	35	23

179 CENTRAL HIGH 1976-1977 GRADE 10

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	60	6	333
2. ENGLISH	54	5	333
3. MATHEMATICS	62	6	332

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	6	2		
BELOW AVERAGE	2	9	3		
	3	21	6	11	23
	4	31	9		
AVERAGE	5	50	15		
	6	63	19	43	54
	7	59	18		
ABOVE AVERAGE	8	46	14		
	9	48	14	46	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	8	2		
BELOW AVERAGE	2	9	3		
	3	23	7	12	23
	4	41	12		
AVERAGE	5	57	17		
	6	77	23	53	54
	7	56	17		
ABOVE AVERAGE	8	34	10		
	9	28	8	35	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	2	1		
BELOW AVERAGE	2	14	4		
	3	16	5	10	23
	4	29	9		
AVERAGE	5	53	16		
	6	46	14	39	54
	7	53	16		
ABOVE AVERAGE	8	66	20		
	9	53	16	52	23

179 CENTRAL HIGH 1976-1977 GRADE 11

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	52	5	328
2. ENGLISH	50	5	322
3. MATHEMATICS	60	6	315

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	9	3		
BELOW AVERAGE	2	27	8		
	3	28	9	20	23
	4	24	7		
AVERAGE	5	56	17		
	6	83	25	50	54
	7	48	15		
ABOVE AVERAGE	8	36	11		
	9	17	5	31	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	11	3		
BELOW AVERAGE	2	26	8		
	3	25	8	19	23
	4	38	12		
AVERAGE	5	56	17		
	6	55	17	46	54
	7	52	16		
ABOVE AVERAGE	8	33	10		
	9	26	8	34	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	5	2		
BELOW AVERAGE	2	15	5		
	3	30	10	16	23
	4	39	12		
AVERAGE	5	48	15		
	6	53	17	44	54
	7	50	16		
ABOVE AVERAGE	8	20	6		
	9	55	17	40	23

179 CENTRAL HIGH 1976-1977 GRADE 12

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	46	5	109
2. ENGLISH	38	4	106
3. MATHEMATICS	52	5	109

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	8	7		
BELOW AVERAGE	2	3	3		
	3	9	8	18	23
	4	23	21		
AVERAGE	5	14	13		
	6	15	14	48	54
	7	17	16		
ABOVE AVERAGE	8	10	9		
	9	10	9	34	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	7	7		
BELOW AVERAGE	2	6	6		
	3	10	9	22	23
	4	27	25		
AVERAGE	5	17	16		
	6	14	13	55	54
	7	16	15		
ABOVE AVERAGE	8	5	5		
	9	4	4	24	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	5	5		
BELOW AVERAGE	2	6	6		
	3	9	8	18	23
	4	12	11		
AVERAGE	5	25	23		
	6	15	14	48	54
	7	7	6		
ABOVE AVERAGE	8	15	14		
	9	14	12	33	23

MEANS AND STANINE DISTRIBUTIONS

179 CENTRAL HIGH 1977-1978 GRADE 9

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	44	5	379
2. ENGLISH	40	5	384
3. MATHEMATICS	44	5	380

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	21	6		
BELOW AVERAGE	2	41	11		
	3	39	10	27	23
	4	48	13		
AVERAGE	5	63	17		
	6	68	18	47	54
	7	64	17		
ABOVE AVERAGE	8	21	6		
	9	14	4	26	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	20	5		
BELOW AVERAGE	2	29	8		
	3	46	12	25	23
	4	64	17		
AVERAGE	5	80	21		
	6	69	18	55	54
	7	32	8		
ABOVE AVERAGE	8	27	7		
	9	17	4	20	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	1		
BELOW AVERAGE	2	27	7		
	3	49	13	21	23
	4	73	19		
AVERAGE	5	65	17		
	6	60	16	52	54
	7	41	11		
ABOVE AVERAGE	8	33	9		
	9	29	8	27	23

179 CENTRAL HIGH 1977-1978 GRADE 10

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	54	5	360
2. ENGLISH	48	5	360
3. MATHEMATICS	50	5	363

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	1		
BELOW AVERAGE	2	14	4		
	3	36	10	15	23
	4	46	13		
AVERAGE	5	63	18		
	6	71	20	50	54
	7	49	14		
ABOVE AVERAGE	8	40	11		
	9	38	11	35	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	4	1		
BELOW AVERAGE	2	16	4		
	3	47	13	19	23
	4	53	15		
AVERAGE	5	52	14		
	6	77	21	51	54
	7	65	18		
ABOVE AVERAGE	8	29	8		
	9	17	5	31	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	4	1		
BELOW AVERAGE	2	18	5		
	3	28	8	14	23
	4	45	12		
AVERAGE	5	69	19		
	6	58	16	47	54
	7	53	15		
ABOVE AVERAGE	8	48	13		
	9	40	11	39	23

179 CENTRAL HIGH 1977-1978 GRADE 11

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	54	5	321
2. ENGLISH	52	5	321
3. MATHEMATICS	58	5	323

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	6	2		
BELOW AVERAGE	2	21	7		
	3	22	7	15	23
	4	36	11		
AVERAGE	5	66	21		
	6	86	27	59	54
	7	43	13		
ABOVE AVERAGE	8	26	8		
	9	15	5	26	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	8	2		
BELOW AVERAGE	2	14	4		
	3	33	10	17	23
	4	34	11		
AVERAGE	5	73	23		
	6	53	17	50	54
	7	50	16		
ABOVE AVERAGE	8	35	11		
	9	21	7	33	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	3	1		
BELOW AVERAGE	2	11	3		
	3	26	8	12	23
	4	55	17		
AVERAGE	5	65	20		
	6	63	20	57	54
	7	36	11		
ABOVE AVERAGE	8	22	7		
	9	42	13	31	23

179 CENTRAL HIGH 1977-1978 GRADE 12

TEST NAME	MEAN PERCENTILE	MEAN STANINE	NUMBER OF CASES
1. READING	50	5	175
2. ENGLISH	44	5	170
3. MATHEMATICS	54	5	167

READING

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	8	5		
BELOW AVERAGE	2	13	7		
	3	15	9	21	23
	4	21	12		
AVERAGE	5	29	17		
	6	36	21	49	54
	7	25	14		
ABOVE AVERAGE	8	14	8		
	9	14	8	30	23

ENGLISH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	9	5		
BELOW AVERAGE	2	17	10		
	3	9	5	21	23
	4	31	18		
AVERAGE	5	27	16		
	6	31	18	52	54
	7	26	15		
ABOVE AVERAGE	8	9	5		
	9	11	6	27	23

MATH

	STANINE	NUMBER OF CASES	PERCENT OF CASES	ACTUAL % IN RANGE	EXPECTED % IN RANGE
	1	8	5		
BELOW AVERAGE	2	7	4		
	3	15	9	18	23
	4	26	16		
AVERAGE	5	22	13		
	6	33	20	49	54
	7	19	11		
ABOVE AVERAGE	8	12	7		
	9	25	15	34	23

EXHIBIT 2

TEACHER QUESTIONNAIRE SUMMARIES

Career Education Program
Project E.P.I.C.
Teacher Questionnaire Summary
December, 1977

Number Sent		Number Returned	
Breckinridge Elementary	26	Breckinridge Elementary	19
South Park Elementary	20	South Park Elementary	17
Western Middle	55	Western Middle	29
Fairdale Jr. and Sr.	91	Fairdale Jr. and Sr.	34
Central Sr.	80	Central Sr.	59
Total Number Sent	272	Total Number Returned	158

Elementary Schools

1. Do Students Show An Eagerness To Participate In The Program By Requesting Or Showing Interest In:

		Breckinridge	South Park
(a) Speakers Relative To Career Education	Very Interested	(N) 15 (%) 79	(N) 11 (%) 65
	Some Interest	(N) 3 (%) 16	(N) 5 (%) 29
	No Interest	(N) 0 (%) 0	(N) 0 (%) 0
	No Response	(N) 1 (%) 5	(N) 1 (%) 6
(b) Field Trips Relative To Career Education	Very Interested	(N) 15 (%) 78	(N) 11 (%) 65
	Some Interest	(N) 2 (%) 11	(N) 2 (%) 12
	No Interest	(N) 0 (%) 0	(N) 1 (%) 6
	No Response	(N) 2 (%) 11	(N) 3 (%) 17
(c) Career Related Discussion	Very Interested	(N) 7 (%) 37	(N) 4 (%) 24
	Some Interest	(N) 11 (%) 58	(N) 12 (%) 70

		Breckinridge	South Park
	No Interest	(N) 0 (%) 0	(N) 0 (%) 0
	No Response	(N) 1 (%) 5	(N) 1 (%) 6
(d) Interest/Learning Centers Relative To Career Education	Very Interested	(N) 10 (%) 53	(N) 7 (%) 41
	Some Interest	(N) 7 (%) 37	(N) 9 (%) 53
	No Interest	(N) 1 (%) 5	(N) 1 (%) 6
	No Response	(N) 1 (%) 5	(N) 0 (%) 0

2. Which Of The Following Do You Feel Are Best Suited For Training In Career Education? (1=First Choice, 2=Second Choice, etc.)

	Breckinridge	South Park
(a) Saturday	6	5
(b) Released Time	1	1
(c) After School	5	6
(d) Planning Periods	4	4
(e) Faculty Meetings	3	3
(f) In-Service	2	2

Breckinridge- Summary of ranking as based on an average of 18.8 teachers responding to each category.

South Park- Summary of ranking as based on an average of 15.8 teachers responding to each category.

3. Please Check The Areas Where You Have Received Support From the Following: (Multiple Response Possible)

Breckinridge	Elementary Supervisor	Principal	Counselor	Career Ed. Staff Trainer	Career Education Director
(a) Understanding Career Education Concepts	1	2		17	3

Breckinridge	Elementary Supervisor	Principal	Counselor	Career Ed. Staff Trainer	Career Education Director
(b) Individual Lesson Planning Along a Career Theme				11	2
(c) Gathering Career Related Materials				16	3
(d) Developing Career Related Bulletin Boards		1		13	2
(e) Obtaining Learning Center Materials				14	3
(f) Developing Self-Concept Activities				12	2
(g) Securing Speakers Relative To Career Education		3	1	12	1
(h) Scheduling Field Trips Relative To Career Education		4		9	1
(i) Developing Interviewing Skills				14	3
(j) Developing Role-Playing Activities				12	3
(k) Providing In-Service		3		13	3
(l) Providing Encouragement And Reinforcement		6		15	4
Total	1	19	1	158	30
Percent	0	10	0	76	14

In all events (a) - (l), the Staff-trainer provided 76% of the support. Support from the Director accounted for 14%, with the Principal supplying 10% of support in the areas listed. Although percentage wise there was no support indicated for the Elementary Supervisor and Counselor, according to individual data at least one response was cited for the two categories. The percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

South Park	Elementary Supervisor	Principal	Counselor	Career Ed. Staff Trainer	Career Education Director
(a) Understanding Career Education Concepts	1	4	3	14	7
(b) Individual Lesson Planning Along A Career Theme			2	9	2
(c) Gathering Career Related Materials	1	2	1	13	5
(d) Developing Career Related Bulletin Boards		2		11	2
(e) Obtaining Learning Center Materials		1		11	2
(f) Developing Self-Concept Activities	1	2	3	10	3
(g) Securing Speakers Relative To Career Education		2	5	8	2
(h) Scheduling Field Trips Relative To Career Education	1	4		5	1
(i) Developing Interviewing Skills	1			10	3
(j) Developing Role-Playing Activities				8	1
(k) Providing In-Service	1	4		14	4
(l) Providing Encouragement And Reinforcement	1	5	2	12	5
Total	7	26	16	125	37
Percent	3	12	8	59	18

In all events (a) - (l), the Staff-trainer provided 59% of the support. Support from the Director accounted for 14%, the Principal 12%, the Counselor 8%, with the Elementary Supervisor supplying 3% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

4. Do You Find The Following To Be A Useful Way To Blend Career Education Into The Curriculum?

			Breckinridge		South Park
(a) Learning Centers	Useful	(N)	11	(N)	8
		(%)	58	(%)	47

			Breckinridge		South Park
	Somewhat Useful	(N)	3	(N)	8
		(%)	16	(%)	47
	Of Little Value	(N)	3	(N)	0
		(%)	16	(%)	0
	Have Not Used	(N)	1	(N)	0
		(%)	5	(%)	0
	No Response	(N)	1	(N)	1
		(%)	5	(%)	6
(b) Discussion	Useful	(N)	11	(N)	10
		(%)	58	(%)	59
	Somewhat Useful	(N)	8	(N)	6
		(%)	42	(%)	35
	Of Little Value	(N)	0	(N)	0
		(%)	0	(%)	0
	Have Not Used	(N)	0	(N)	0
		(%)	0	(%)	0
	No Response	(N)	0	(N)	1
		(%)	0	(%)	6
(c) Bulletin Boards	Useful	(N)	13	(N)	12
		(%)	68	(%)	71
	Somewhat Useful	(N)	5	(N)	5
		(%)	27	(%)	29
	Of Little Value	(N)	0	(N)	0
		(%)	0	(%)	0
	Have Not Used	(N)	0	(N)	0
		(%)	0	(%)	0
	No Response	(N)	1	(N)	0
		(%)	5	(%)	0
(d) Interviewing	Useful	(N)	18	(N)	11
		(%)	95	(%)	64
	Somewhat Useful	(N)	1	(N)	4
		(%)	5	(%)	24

			Breckinridge		South Park
	Of Little Value	(N)	0	(N)	0
		(%)	0	(%)	0
	Have Not Used	(N)	0	(N)	2
		(%)	0	(%)	12
	No Response	(N)	0	(N)	0
		(%)	0	(%)	0
(e) Role-playing	Useful	(N)	12	(N)	8
		(%)	63	(%)	47
	Somewhat Useful	(N)	3	(N)	5
		(%)	16	(%)	29
	Of Little Value	(N)	1	(N)	2
		(%)	5	(%)	12
	Have Not Used	(N)	3	(N)	0
		(%)	16	(%)	0
	No Response	(N)	0	(N)	2
		(%)	0	(%)	12
(f) Hands-On-Activities	Useful	(N)	11	(N)	8
		(%)	58	(%)	47
	Somewhat Useful	(N)	3	(N)	5
		(%)	16	(%)	35
	Of Little Value	(N)	0	(N)	2
		(%)	0	(%)	12
	Have Not Used	(N)	4	(N)	0
		(%)	21	(%)	0
	No Response	(N)	1	(N)	1
		(%)	5	(%)	6
(e) Resource Materials	Useful	(N)	11	(N)	6
		(%)	58	(%)	35
	Somewhat Useful	(N)	6	(N)	8
		(%)	32	(%)	47
	Of Little Value	(N)	0	(N)	1
		(%)	0	(%)	6
	Have Not Used	(N)	1	(N)	1
		(%)	5	(%)	6
	No Response	(N)	1	(N)	1
		(%)	5	(%)	6

			Breckinridge		South Park
(h) Field Trips	Useful	(N)	15	(N)	6
		(%)	79	(%)	35
	Somewhat Useful	(N)	1	(N)	2
		(%)	5	(%)	12
	Of Little Value	(N)	0	(N)	0
		(%)	0	(%)	0
	Have Not Used	(N)	2	(N)	6
		(%)	11	(%)	35
	No Response	(N)	1	(N)	3
		(%)	5	(%)	18
(i) Student Research	Useful	(N)	2	(N)	5
		(%)	11	(%)	29
	Somewhat Useful	(N)	7	(N)	5
		(%)	37	(%)	29
	Of Little Value	(N)	2	(N)	3
		(%)	11	(%)	18
	Have Not Used	(N)	5	(N)	2
		(%)	26	(%)	12
	No Response	(N)	3	(N)	2
		(%)	15	(%)	12

5. Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:

			Breckinridge		South Park
(a) Speakers Not Available	Serious Problems	(N)	0	(N)	1
		(%)	0	(%)	6
	Few Problems	(N)	7	(N)	10
		(%)	37	(%)	59
	No Problems	(N)	11	(N)	5
		(%)	58	(%)	29
	No Response	(N)	1	(N)	1
		(%)	5	(%)	6

			Breckinridge		South Park
(b) Not Enough Training	Serious Problems	(N)	0	(N)	1
		(%)	0	(%)	6
	Few Problems	(N)	4	(N)	6
		(%)	21	(%)	35
	No Problems	(N)	11	(N)	9
		(%)	58	(%)	53
	No Response	(N)	4	(N)	1
		(%)	21	(%)	6
(c) Materials Not Available	Serious Problems	(N)	0	(N)	2
		(%)	0	(%)	12
	Few Problems	(N)	8	(N)	8
		(%)	42	(%)	47
	No Problems	(N)	9	(N)	5
		(%)	47	(%)	29
	No Response	(N)	2	(N)	2
		(%)	11	(%)	12
(d) Lesson Planning	Serious Problems	(N)	2	(N)	3
		(%)	11	(%)	18
	Few Problems	(N)	6	(N)	8
		(%)	32	(%)	46
	No Problems	(N)	8	(N)	3
		(%)	41	(%)	18
	No Response	(N)	3	(N)	3
		(%)	16	(%)	18
(e) Lack Of Occupational Information	Serious Problems	(N)	1	(N)	1
		(%)	5	(%)	6
	Few Problems	(N)	5	(N)	8
		(%)	26	(%)	47
	No Problems	(N)	10	(N)	6
		(%)	53	(%)	35
	No Response	(N)	3	(N)	2
		(%)	16	(%)	12

6. Have You Had Difficulty Contacting The Career Education Coordinator For Your School?

	Breckinridge			South Park		
	Yes	No	No Response	Yes	No	No Response
(N)	0	18	1	1	16	0
(%)	0	95	5	6	94	0

7. Please List Any Comments Or Suggestions You May Have At This Time.

Breckinridge

1. Any meetings or in-service where teachers can actually see a demonstration of Career Education being infused into the curriculum can help dispel the notion that it is a separate subject. I think this is what we need to do to get more cooperation from teachers. We need to show them how easy infusion really can be.

2. This class has had two interviews and we plan others. We've integrated the workers' tools into our seatwork and have done minor research and much discussion. The students appear to enjoy the interviews and to retain some of the information gathered. The Staff-trainer has been very good at answering any questions, providing suggestions and materials.

3. It is a well-organized and instructionally effective program. I love it!

South Park

1. I have a L. D. Resource Room where the students come only for a limited time each day, which makes it difficult to fully implement Career Education.

2. We need more time to work in and plan Career Education in our school day plans.

3. There is a lack of time.

4. We can't afford field trips.

5. School plays relating to Career Education, this may help motivate an interest in thinking of careers for the future.

Secondary Schools

1. Do Students Show An Eagerness To Participate In The Program By Requesting Or Showing Interest In:

			Western Middle	Fairdale Jr. & Sr.	Central Senior
(a) Speakers Relative To Career Education	Very Interested	(N)	3	7	19
		(%)	10	21	32
	Some Interest	(N)	19	19	30
		(%)	66	55	51
	No Interest	(N)	4	7	4
		(%)	14	21	7
	No Response	(N)	3	1	6
		(%)	10	3	10
(b) Field Trips Relative To Career Education	Very Interested	(N)	13	22	31
		(%)	45	64	53
	Some Interest	(N)	12	6	19
		(%)	41	18	32
	No Interest	(N)	2	4	2
		(%)	7	12	3
	No Response	(N)	2	2	7
		(%)	7	6	12
(c) Career Related Discussions	Very Interested	(N)	5	2	17
		(%)	17	6	29
	Some Interest	(N)	19	29	34
		(%)	66	85	58
	No Interest	(N)	5	3	5
		(%)	17	9	8
	No Response	(N)	0	0	3
		(%)	0	0	5
(d) Interest/Learning Centers Relative To Career Education	Very Interested	(N)	5	2	5
		(%)	17	6	8
	Some Interest	(N)	14	19	30
		(%)	48	55	51
	No Interest	(N)	8	8	18
		(%)	28	24	31
	No Response	(N)	2	5	6
		(%)	7	15	10

			Western Middle	Fairdale Jr. & Sr.	Central Senior
(e) Shadowing Experiences (Middle & Jr. High)	Very Interested	(N)	2	1	N/A
		(%)	7	3	
	Some Interest	(N)	7	10	N/A
		(%)	24	29	
	No Interest	(N)	12	5	N/A
		(%)	41	15	
	No Response	(N)	8	18	N/A
		(%)	28	53	
(f) Internships (Senior High)	Very Interested	(N)	N/A	7	20
		(%)		21	33
	Some Interest	(N)	N/A	7	18
		(%)		21	31
	No Interest	(N)	N/A	5	7
		(%)		15	12
	No Response	(N)	N/A	15	14
		(%)		43	24

2. Which Of The Following Do You Feel Are Best Suited For Training In Career Education? (1=First Choice, 2= Second Choice, etc.)

	Western Middle	Fairdale Jr. & Sr.	Central Senior
(a) Saturday	6	6	6
(b) Released Time	1	2	2
(c) After School	4	5	5
(d) Planning Periods	5	4	4
(e) Faculty Meetings	3	3	3
(f) In-Service	2	1	1

Western - Summary of ranking as based on an average of 25.3 teachers responding to each category.

Fairdale - Summary of ranking as based on an average of 32.2 teachers responding to each category.

Central - Summary of ranking as based on an average of 51.5 teachers responding to each category.

3. Please Check The Areas Where You Have Received Support From The Following: (Multiple Response Possible)

Western	Secondary Supervisor	Principal	Counselor	Career Ed. Staff Trainer	Career Education Director
(a) Understanding Career Education Concepts	1	1	1	20	6
(b) Individual Lesson Planning Along A Career Theme			1	15	5
(c) Gathering Career Related Materials	1		3	19	4
(d) Developing Career Related Bulletin Boards		1		8	2
(e) Obtaining Learning Center Materials	1			14	1
(f) Developing Self-Concept Activities	1		2	12	1
(g) Securing Speakers Relative To Career Education	1	1	2	15	1
(h) Scheduling Field Trips Relative To Career Education		1	1	12	
(i) Developing Interviewing Skills				10	1
(j) Developing Role-Playing Activities				10	1
(k) Providing In-Service				18	4
(l) Providing Encouragement And Reinforcement	1	6	2	18	4
Total	6	10	12	171	30
Percent	3	4	5	75	13

In all events (a) - (l), the Staff-trainer provided 75% of the support. Support from the Director accounted for 13%, the Principal 4%, the Counselor 5%, with the Secondary Supervisor supplying 3% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

Fairdale	Secondary Supervisor	Principal	Counselor	Career Ed. Staff Trainer	Career Education Director
(a) Understanding Career Education Concepts	5	1	2	24	11
(b) Individual Lesson Planning Along A Career Theme	2			19	10
(c) Gathering Career Related Materials	5			21	11
(d) Developing Career Related Bulletin Boards				23	11
(e) Obtaining Learning Center Materials	2		1	22	11
(f) Developing Self-Concept Activities			2	14	6
(g) Securing Speakers Relative To Career Education	1	2	3	16	9
(h) Scheduling Field Trips Relative To Career Education	2	2	1	10	6
(i) Developing Interviewing Skills			1		
(j) Developing Role-Playing Activities			1	13	5
(k) Providing In-Service	1	4	1	16	9
(l) Providing Encouragement And Reinforcement	1	5	2	15	11
Total	19	14	14	192	100
Percent	6	4	4	56	30

In all events (a) - (l), the Staff-trainer provided 56% of the support. Support from the Director accounted for 30%, the Principal 4%, the Counselor 4%, with the Secondary Supervisor supplying 6% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

Central	Secondary Supervisor	Principal	Counselor	Career Ed. Staff Trainer	Career Educatio Director
(a) Understanding Career Education Concepts	2	3	4	34	15
(b) Individual Lesson Planning Along A Career Theme	2		2	27	14
(c) Gathering Career Related Materials	2		3	31	15
(d) Developing Career Related Bulletin Boards	2	1	4	32	12
(e) Obtaining Learning Ce ter Materials	3		3	32	10
(f) Developing Self-Concept Activities	5	2	2	22	13
(g) Securing Speakers Relative To Career Education	1	1	2	25	11
(h) Scheduling Field Trips Relative To Career Education	1	4	2	19	9
(i) Developing Interviewing Skills	1		2	22	9
(j) Developing Role-Playing Activities	1	1	3	21	8
(k) Providing In-Service	3	2	1	25	13
(l) Providing Encouragement And Reinforcement	5	5	4	28	12
Total	28	19	32	318	141
Percent	5	4	6	59	26

In all events (a) - (l), the staff-trainder provided 59% of the support. Support from the Director accounted for 26%, the Principal 4%, the Counselor 6%, with the Secondary Supervisor supplying 5% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

4. Do You Find The Following To Be A Useful Way To Blend Career Education Into The Curriculum?

			Western Middle	Fairdale Jr. & Sr.	Central Senior
(a) Learning Centers	Useful	(N)	9	12	14
		(%)	32	35	24
	Somewhat Useful	(N)	7	6	16
		(%)	24	18	27
	Of Little Value	(N)	1	1	8
		(%)	3	3	14
	Have Not Used	(N)	11	14	15
		(%)	38	41	25
	No Response	(N)	1	1	6
		(%)	3	3	10
(b) Discussion	Useful	(N)	15	27	27
		(%)	52	79	46
	Somewhat Useful	(N)	12	5	23
		(%)	42	15	39
	Of Little Value	(N)	1	1	6
		(%)	3	3	10
	Have Not Used	(N)	0	0	0
		(%)	0	0	0
	No Response	(N)	1	1	3
		(%)	3	3	5
(c) Bulletin Boards	Useful	(N)	15	17	16
		(%)	52	50	27
	Somewhat Useful	(N)	12	13	29
		(%)	42	38	49
	Of Little Value	(N)	2	3	11
		(%)	6	9	19
	Have Not Used	(N)	0	0	1
		(%)	0	0	2
	No Response	(N)	0	1	2
		(%)	0	3	3

			Western Middle	Fairdale Jr. & Sr.	Central Senior
(d) Interviewing	Useful	(N)	7	12	22
		(%)	24	35	37
	Somewhat Useful	(N)	11	11	16
		(%)	38	32	27
	Of Little Value	(N)	0	1	9
		(%)	0	3	15
	Have Not Used	(N)	8	8	8
		(%)	28	24	14
	No Response	(N)	3	2	4
		(%)	10	6	7
(e) Role-playing	Useful	(N)	6	9	16
		(%)	21	26	27
	Somewhat Useful	(N)	14	9	12
		(%)	48	26	20
	Of Little Value	(N)	3	3	12
		(%)	10	10	20
	Have Not Used	(N)	4	11	14
		(%)	14	32	24
	No Response	(N)	2	2	5
		(%)	7	6	9
(f) Hands-On-Activities	Useful	(N)	16	17	26
		(%)	55	50	44
	Somewhat Useful	(N)	6	8	16
		(%)	21	23	27
	Of Little Value	(N)	1	0	8
		(%)	3	0	14
	Have Not Used	(N)	4	6	6
		(%)	14	18	10
	No Response	(N)	2	3	3
		(%)	7	9	5

			Western Middle	Fairdale Jr. & Sr.	Central Senior
(g) Resource Materials	Useful	(N)	10	14	18
		(%)	35	41	31
	Somewhat Useful	(N)	10	14	33
		(%)	35	41	56
	Of Little Value	(N)	3	1	4
		(%)	10	3	7
	Have Not Used	(N)	3	1	2
		(%)	10	3	3
	No Response	(N)	3	4	2
		(%)	10	12	3
(h) Field Trips	Useful	(N)	9	15	25
		(%)	31	44	42
	Somewhat Useful	(N)	4	5	17
		(%)	14	15	29
	Of Little Value	(N)	0	1	1
		(%)	0	3	2
	Have Not Used	(N)	12	11	11
		(%)	41	32	19
	No Response	(N)	4	2	5
		(%)	14	6	8
(i) Student Research	Useful	(N)	7	10	16
		(%)	24	29	27
	Somewhat Useful	(N)	13	16	31
		(%)	45	47	53
	Of Little Value	(N)	2	1	4
		(%)	7	3	7
	Have Not Used	(N)	5	2	3
		(%)	17	6	5
	No Response	(N)	2	5	5
		(%)	7	15	8

			Western Middle	Fairdale Jr. & Sr.	Central Senior
(j) Shadowing Experiences (Middle & Jr. High)	Useful	(N)	3	4	N/A
		(%)	10	12	
	Somewhat Useful	(N)	1	3	N/A
		(%)	4	9	
	Of Little Value	(N)	0	1	N/A
		(%)	0	3	
	Have Not Used	(N)	18	10	N/A
		(%)	62	29	
	No Response	(N)	7	16	N/A
		(%)	24	47	
(k) Internship (Senior High)	Useful	(N)	N/A	12	24
		(%)		35	41
	Somewhat Useful	(N)	N/A	1	5
		(%)		3	8
	Of Little Value	(N)	N/A	0	4
		(%)		0	7
	Have Not Used	(N)	N/A	13	18
		(%)		38	31
	No Response	(N)	N/A	8	8
		(%)		24	13

5. Have You Encountered Problems Integrating The Career Education Concept Into The Regular Instructional Program In Any Of The Following Areas:

			Western Middle	Fairdale Jr. & Sr.	Central Senior
(a) Speakers Not Available	Serious Problems	(N)	3	4	7
		(%)	10	12	11
	Few Problems	(N)	8	13	21
		(%)	28	38	36
	No Problems	(N)	11	10	21
		(%)	38	29	36
	No Response	(N)	7	7	10
		(%)	24	21	17

			Western Middle	Fairdale Jr. & Sr.	Central Senior
(b) Not Enough Training	Serious Problems	(N)	5	4	5
		(%)	17	12	8
	Few Problems	(N)	9	14	20
		(%)	31	41	34
	No Problems	(N)	11	10	23
		(%)	38	29	39
	No Response	(N)	4	6	11
		(%)	14	18	19
(c) Materials Not Available	Serious Problems	(N)	7	4	6
		(%)	24	12	10
	Few Problems	(N)	9	18	26
		(%)	31	52	44
	No Problems	(N)	10	7	16
		(%)	35	21	27
	No Response	(N)	3	5	11
		(%)	10	15	19
(d) Lesson Planning	Serious Problems	(N)	3	1	8
		(%)	10	3	14
	Few Problems	(N)	9	13	21
		(%)	31	38	35
	No Problems	(N)	15	16	20
		(%)	52	47	34
	No Response	(N)	2	4	10
		(%)	7	12	17
(e) Lack Of Occupational Information	Serious Problems	(N)	2	5	14
		(%)	7	15	24
	Few Problems	(N)	14	14	22
		(%)	48	41	37
	No Problems	(N)	10	10	16
		(%)	35	29	27
	No Response	(N)	3	5	7
		(%)	10	15	12

6. (a) Have You Had Difficulty Contacting The Career Education Coordinator For Your School?

	Western Middle			Fairdale Jr. & Sr.			Central Senior		
	Yes	No	No Response	Yes	No	No Response	Yes	No	No Response
(N)	1	28	0	1	31	2	3	54	2
(%)	3	97	0	3	91	6	5	92	3

(b) If Yes, Indicate The Reason

Central - I never see her.

7. Please List Any Comments Or Suggestions You May Have At This Time.

Western

1. As representative of the Special Education Department, I feel that Career Education needs to provide more materials for slow learners. It is essential that students can read about careers on their own, discuss the ideas, and have books or materials of reference that they can understand.

2. We need texts (adopted) on careers to be studied and preparation time for career training should be released or paid time, not faculty or planning time.

3. Eliminate Career Exploratory! This is a poor evaluation form. The questions are too general. I still hold the same opinions and feelings as expressed in the previous forms. Nothing changes so I do not feel like repeating myself three times about the same thing.

4. My toughest problem is to teach Career Education and also cover the required material of my subject field. There are teachers thoroughly interested in Career Education and should be given self-contained courses to teach in Career Education (and the necessary training courses should be given to these specific teachers). Also I believe every teacher can use bulletin boards (career related) very effectively, especially when related to more money to be made in the future with more and better learning.

5. While I think Career Education is important, students' Reading skills are not developed enough and these need to be sought after first. Career Education runs at the end of my list of things.

6. There is a lack of time. There are only two quarters of Science.

Fairdale

1. Go back to Reading, Writing, Arithmetic and talk about careers in vocational schools.

2. Career Education is a part of Vocational Business Education. Our whole purpose is Career Education.

3. This is not a negative reponse, but were we ready to be utilized in another new program, however good?

4. Teachers are too over burdened now with paperwork, discipline, lesson plans, grades, extra curricular duties, other extra duties, etc. I find no spare time to look up information on careers, speakers, etc. If the information is not readily available, categorized by subject areas and otherwise made accessible to teachers, then I don't have time to take advantage of these informational techniques.

5. More materials per school, more recent information to go along with the clusters and materials suggested in them (not available) are needed.

6. We probably need to meet and share our projects and plans.

7. Use more displays in the halls and lobbies. Have a Career Day.

8. I feel "internship" or "shadowing" is the best activity for "on hand experiences".

9. We need better opportunities for students to go to the Career Education Office to get information concerning his/her interests.

Central

1. We need more cooperation from industries to make more speakers available, more equipment available for hands-on-experiences, and stir more interest.

2. Need speakers in various fields.

3. I do well to cover the material in the text let alone extra material; therefore, I use bulletin boards so I don't use class time.

4. It's a good idea, but teachers only have so much time. This time should be used for content first.

5. Have more rap sessions between teachers and students to listen and participate.

6. Students have heard "careers" so much they completely turn-off the activities!!

7. For some classes Career Education fits in very well and the students are interested; for other classes they (students) don't in general find that it makes sense and only a few students profit.

8. I wish visitors to our system would have much more time to really see in-depth what is being done here (some classes) in Career Education.

9. Career Education is an integral part of my program for students. I have no difficulty integrating Career Education activities in my class experiences.

10. It's a good program!

jc

Report Compiled By: Jackie Wilson
January 25, 1978
Division of Process Evaluation and System Services
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Project E.P.I.C.
Career Education Program
Teacher Questionnaire Summary
July, 1978

Schools	Number Returned
Breckinridge Elementary	22
South Park Elementary	18
Western Middle	
Fairdale Jr. and Sr.	
Central Sr. High	

Elementary Schools

1. Do students show an eagerness to participate in the program by requesting or showing interest in "career related":

			Breckinridge	South Park
a. speakers	Very Interested	N	17	13
		%	77	72
	Some Interest	N	2	4
		%	9	22
	No Interest	N	1	1
		%	5	6
	No Response	N	2	0
		%	9	0
b. field trips	Very Interested	N	17	14
		%	77	78
	Some Interest	N	2	3
		%	9	17
	No Interest	N	0	0
		%	0	0
	No Response	N	3	1
		%	14	6

			Breckinridge	South Park
c. discussions	Very Interested	N	8	7
		%	36	39
	Some Interest	N	14	10
		%	64	56
	No Interest	N	0	1
		%	0	6
	No Response	N	0	0
		%	0	0
d. interest/learning centers	Very Interested	N	8	8
		%	36	44
	Some Interest	N	9	7
		%	41	39
	No Interest	N	3	3
		%	14	17
	No Response	N	2	0
		%	9	0

2. Please check the areas where you have received support from the following:

	Breckinridge				
	Elementary Supervisor	Principal	Counselor	Career Education Consultant	Career Education Director
a. understanding Career Education Concepts	2	5	1	21	8
b. individual lesson planning along a career theme	0	1	1	19	5
c. gathering career related materials	1	1	0	20	4
d. developing career related bulletin boards	1	1	0	20	3

	Elementary Supervisor	Principal	Counselor	Career Education Consultant	Career Education Director
e. obtaining learning center materials	0	0	1	19	4
f. developing self-concept activities	1	1	0	18	2
g. securing speakers relative to career education	1	0	2	13	2
h. scheduling career related field trips	0	0	2	11	2
i. developing interviewing skills	0	1	0	18	2
j. developing role-playing activities	0	0	0	15	2
k. providing in-service	2	1	0	19	7
l. providing encouragement and reinforcement	2	7	1	21	5
Total	10	18	8	214	46
Percent	3	6	3	72	16

In all events (a)-(l), the Career Education Consultant provided 72% of the support. Support from the Director accounted for 16%, the Principal 6%, the Counselor 3%, and the Elementary Supervisor also supplying 3% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

South Park

	Elementary Supervisor	Principal	Counselor	Career Education Consultant	Career Education Director
a. understanding Career Education concepts	2	4	2	16	10
b. individual lesson planning along a career theme	0	1	0	11	3
c. gathering career related materials	1	2	2	15	3
d. developing career related bulletin boards	1	2	1	14	4

	Elementary Supervisor	Principal	Counselor	Career Education Consultant	Career Education Director
e. obtaining learning center materials	1	1	1	14	4
f. developing self-concept activities	0	0	0	12	1
g. securing speakers relative to career education	0	1	3	7	0
h. scheduling career related field trips	0	6	0	4	0
i. developing interviewing skills	0	1	1	11	3
j. developing role-playing activities	0	0	1	11	2
k. providing in-service	1	2	1	16	5
l. providing encouragement and reinforcement	3	5	3	15	5
Total	9	25	15	146	40
Percent	4	11	6	62	17

In all events (a)-(l), the Career Education Consultant provided 62% of the support. Support from the Director accounted for 17%, the Principal , the Counselor 6%, with the Elementary Supervisor supplying 4% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and other supportive personnel.

3. Do you find the following to be a useful way to blend Career Education into the curriculum.

			Breckinridge	South Park
a. learning centers	Useful	N	13	11
		%	59	61
	Somewhat Useful	N	5	5
		%	23	28
	Of Little Value	N	3	2
		%	14	11

			Breckinridge	South Park
	Have Not Used	N	1	0
		%	4	0
	No Response	N	0	0
		%	0	0
d. discussion	Useful	N	15	13
		%	68	72
	Somewhat Useful	N	7	4
		%	32	22
	Of Little Value	N	0	1
		%	0	6
	Have Not Used	N	0	0
		%	0	0
	No Response	N	0	0
		%	0	0
c. bulletin boards	Useful	N	15	14
		%	68	78
	Somewhat Useful	N	5	3
		%	23	17
	Of Little Value	N	1	1
		%	0	0
	Have Not Used	N	0	0
		%	0	0
	No Response	N	1	0
		%	4	0
d. interviewing	Useful	N	19	14
		%	86	78
	Somewhat Useful	N	1	4
		%	5	22

			Breckinridge	South Park
	Of Little Value	N	0	0
		%	0	0
	Have Not Used	N	2	0
		%	9	0
	No Response	N	0	0
		%	0	0
e. role-playing	Useful	N	12	13
		%	55	72
	Somewhat Useful	N	5	4
		%	23	22
	Of Little Value	N	2	1
		%	9	6
	Have Not Used	N	3	0
		%	14	0
	No Response	N	0	0
		%	0	0
f. hands-on-activities	Useful	N	13	13
		%	59	72
	Somewhat Useful	N	3	5
		%	14	28
	Of Little Value	N	0	0
		%	0	0
	Have Not Used	N	4	0
		%	18	0
	No Response	N	2	0
		%	9	0

			Breckinridge	South Park
g. resource materials	Useful	N	17	10
		%	77	56
	Somewhat Useful	N	1	5
		%	5	28
	Of Little Value	N	0	3
		%	0	17
	Have Not Used	N	2	0
		%	9	0
	No Response	N	2	0
		%	9	0
h. field trips	Useful	N	17	16
		%	77	89
	Somewhat Useful	N	3	1
		%	14	6
	Of Little Value	N	0	0
		%	0	0
	Have Not Used	N	0	0
		%	0	0
	No Response	N	2	1
		%	9	6
i. student research	Useful	N	5	7
		%	23	39
	Somewhat Useful	N	1	7
		%	4	39
	Of Little Value	N	3	2
		%	14	11
	Have Not Used	N	4	1
		%	18	6

		Breckinridge	South Park
No Response	N	9	1
	%	41	6

4. Have you encountered problems integrating the Career Education Concept into the regular instructional program in any of the following areas:

			Breckinridge	South Park
a. speakers not available	Serious Problems	N	2	0
		%	9	0
	Few Problems	N	8	12
		%	36	67
	No Problems	N	10	5
		%	45	28
	No Response	N	2	1
		%	9	6
b. not enough training	Serious Problems	N	0	0
		%	0	0
	Few Problems	N	5	6
		%	23	33
	No Problems	N	14	10
		%	64	56
	No Response	N	3	2
		%	14	11
c. materials not available	Serious Problems	N	0	0
		%	0	0
	Few Problems	N	8	9
		%	36	50
	No Problems	N	11	7
		%	50	39

			Beckinridge	South Park
	No Response	N	3	2
		%	14	11
d. lesson planning	Serious Problems	N	2	5
		%	9	28
	Few Problems	N	8	10
		%	36	56
	No Problems	N	11	2
		%	50	11
	No Response	N	1	1
		%	5	6
e. lack of occupational information	Serious Problems	N	2	0
		%	9	0
	Few Problems	N	5	11
		%	23	61
	No Problems	N	12	5
		%	55	28
	No Response	N	3	2
		%	14	11

5a. Have you had difficulty contacting the Career Education Consultant for your school?

	Breckinridge			South Park		
	Yes	No	No Response	Yes	No	No Response
N	0	22	0	1	17	0
%	0	100	0	6	94	0

b. If yes, indicate the reason.

Secondary Schools

1. Do students show an eagerness to participate in the program by requesting or showing interest in "career related".

			Western Middle	Fairdale Jr. and Sr.	Central Senior
a. speakers	Very Interested	N	6	11	9
		%	26	27	36
	Some Interest	N	14	22	10
		%	61	54	40
	No Interest	N	3	3	6
		%	13	7	24
	No Response	N	0	5	0
		%	0	12	0
b. field trips	Very Interested	N	11	26	11
		%	48	63	44
	Some Interest	N	10	9	9
		%	43	22	36
	No Interest	N	2	1	2
		%	9	2	8
	No Response	N	0	5	3
		%	0	12	12
c. discussions	Very Interested	N	4	2	3
		%	17	5	12
	Some Interest	N	15	30	17
		%	65	73	68
	No Interest	N	4	5	4
		%	17	12	16

			Western Middle	Fairdale Jr. and Sr.	Central Senior
	No Response	N	0	4	1
		%	0	10	4
d. interest/learning centers	Very Interested	N	3	2	2
		%	13	5	8
	Some Interest	N	11	25	12
		%	48	61	48
	No Interest	N	7	6	7
		%	30	15	28
	No Response	N	2	8	4
		%	9	20	16
e. shadowing erperiences (Middle & Jr. High)	Very Interested	N	3	2	-
		%	13	5	-
	Some Interest	N	3	14	-
		%	39	34	-
	No Interest	N	7	6	-
		%	30	15	-
	No Response	N	4	19	-
		%	17	46	-
f. internship (Sr. High)	Very Interested	N	-	9	8
		%	-	22	32
	Some Interest	N	-	12	7
		%	-	29	28
	No Interest	N	-	2	4
		%	-	5	16
	No Response	N	-	18	6
		%	-	44	24

2. Please check the areas where you have received support from the following:

Western Middle

	Secondary Supervisor	Principal	Counselor	Career Education Consultant	Career Education Director
a. understanding Career Education Concepts	0	3	3	19	7
b. individual lesson planning along a career theme	0	0	0	17	4
c. gathering career related materials	0	0	0	18	5
d. developing career related bulletin boards	1	0	0	13	4
e. obtaining learning center materials	0	0	1	15	4
f. developing self-concept activities	0	0	1	11	2
g. securing speakers relative to career education	1	1	2	12	3
h. scheduling career related field trips	0	2	1	8	1
i. developing interviewing skills	0	1	0	11	2
j. developing role-playing activities	0	1	0	13	2
k. providing in-service	0	5	1	17	6
l. providing encouragment and reinforcement	0	5	5	18	5
Total	2	18	14	172	45
Percent	1	7	6	69	18

In all events (a)-(l), the Career Education Consultant provided 69% of the support. Support from the Director accounted for 18%, the Principal 7%, the Counselor 6%, with the Secondary Supervisor supplying 1% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

Fairdale Jr. and Sr.

	Secondary Supervisor	Principal	Counselor	Career Education Consultant	Career Education Director
a. understanding Career Education Concepts	0	1	0	27	9
b. individual lesson planning along a career theme	2	0	1	24	7
c. gathering career related materials	1	0	1	23	8
d. developing career related bulletin boards	0	0	0	18	6
e. obtaining learning center materials	1	0	0	20	5
f. developing self-concept activities	0	0	2	12	5
g. securing speakers relative to career education	0	0	2	21	4
h. scheduling career related field trips	0	1	2	17	3
i. developing interviewing skills	0	0	1	10	5
j. developing role-playing activities	1	0	1	12	4
k. providing in-service	1	1	1	20	8
l. providing encouragement and reinforcement	1	0	1	20	10
Total	7	3	12	224	74
Percent	2	1	4	70	23

In all events (a)-(l), the Career Education Consultant provided 70% of the support. Support from the Director accounted for 23%, the Principal 1%, the Counselor 4%, with the Secondary Supervisor supplying 2% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

	Central Senior				
	Secondary Supervisor	Principal	Counselor	Career Education Consultant	Career Education Director
a. understanding Career Education Concepts	0	4	3	17	6
b. individual lesson planning along a career theme	1	0	1	11	6
c. gathering career related materials	0	1	1	14	4
d. developing career related bulletin boards	0	0	1	12	5
e. obtaining learning center materials	0	0	0	12	1
f. developing self-concept activities	0	1	1	9	2
g. securing speakers relative to career education	1	0	1	9	5
h. scheduling career related field trips	0	3	1	5	3
i. developing interviewing skills	0	0	1	6	2
j. developing role-playing activities	0	0	0	7	4
k. providing in-service	1	2	0	12	9
l. providing encouragement and reinforcement	2	1	1	11	8
Total	5	12	11	125	55
Percent	2	6	5	60	26

In all events (a)-(l), the Career Education Consultant provided 60% of the support. Support from the Director accounted for 26%, the Principal 6%, the Counselor 5%, with the Secondary Supervisor supplying 2% of the support in the areas listed. These percentages are based only upon support as provided by the five categories listed and do not consider other supportive personnel.

3. Do you find the following to be a useful way to blend Career Education into the curriculum?

			Western Middle	Fairdale Jr. and Sr.	Central Senior
a. learning centers	Useful	N	10	7	7
		%	43	17	28
	Somewhat Useful	N	5	15	4
		%	22	37	16
	Of Little Value	N	2	4	3
		%	9	10	12
	Have Not Used	N	4	6	8
		%	17	15	32
	No Response	N	2	9	3
		%	9	22	12
b. discussion	Useful	N	13	12	7
		%	57	29	28
	Somewhat Useful	N	7	18	13
		%	30	44	52
	Of Little Value	N	3	2	2
		%	13	5	8
	Have Not Used	N	0	0	1
		%	0	0	4
	No Response	N	0	9	2
		%	0	22	8
c. bulletin boards	Useful	N	16	12	8
		%	70	29	32
	Somewhat Useful	N	6	11	7
		%	26	27	28
	Of Little Value	N	0	8	5
		%	0	20	20
	Have Not Used	N	1	0	2
		%	4	0	8

			Western Middle	Fairdale Jr. and Sr.	Central Senior
	No Response	N	0	10	3
		%	0	24	12
d. interviewing	Useful	N	9	8	7
		%	39	20	28
	Somewhat Useful	N	8	11	4
		%	35	27	16
	Of Little Value	N	3	2	3
		%	13	5	12
	Have Not Uaed	N	3	5	6
		%	13	12	24
	No Response	N	0	15	5
		%	0	37	20
e. role-playing	Useful	N	8	5	7
		%	35	12	28
	Somewhat Useful	N	8	11	3
		%	35	27	12
	Of Little Value	N	4	5	2
		%	17	12	8
	Have Not Used	N	3	7	9
		%	13	17	36
	No Response	N	0	13	4
		%	0	32	16
f. hands-on-activities	Useful	N	15	8	12
		%	65	20	48
	Somewhat Useful	N	3	13	1
		%	13	32	4
	Of Little Value	N	1	4	3
		%	4	10	12

			Western Middle	Fairdale Jr. and Sr.	Central Senior
	Have Not Used	N	4	5	5
		%	17	12	20
	No Response	N	0	11	4
		%	0	27	16
g. resource materials	Useful	N	13	11	1
		%	57	27	4
	Somewhat Useful	N	7	16	17
		%	30	39	68
	Of Little Value	N	0	2	1
		%	0	5	4
	Have Not Used	N	1	3	2
		%	4	7	8
	No Response	N	2	9	4
		%	9	22	16
h. field trips	Useful	N	11	17	10
		%	48	41	40
	Somewhat Useful	N	3	8	6
		%	13	20	24
	Of Little Value	N	0	1	0
		%	0	2	0
	Have Not Used	N	8	7	8
		%	35	17	32
	No Response	N	1	8	1
		%	4	20	4
i. student research	Useful	N	5	7	7
		%	22	17	28
	Somewhat Useful	N	9	13	7
		%	39	32	28

			Western Middle	Fairdale Jr. and Sr.	Central Senior
	Of Little Value	N	4	6	1
		%	17	15	4
	Have Not Used	N	4	3	7
		%	17	7	28
	No Response	N	1	12	3
		%	4	29	12
j. shadowing experiences (Middle & Jr. High)	Useful	N	3	2	-
		%	13	5	-
	Somewhat Useful	N	4	3	-
		%	17	7	-
	Of Little Value	N	3	2	-
		%	13	5	-
	Have Not Used	N	10	11	-
		%	43	27	-
	No Response	N	3	23	-
		%	13	56	-
k. internship (Sr. High)	Useful	N	-	7	7
		%	-	17	28
	Somewhat Useful	N	-	3	3
		%	-	7	12
	Of Little Value	N	-	1	1
		%	-	2	4
	Have Not Used	N	-	8	8
		%	-	20	32
	No Response	N	-	22	6
		%	-	54	24

4. Have you encountered problems integrating the Career Education Concept into the regular instructional program in any of the following areas:

			Western Middle	Fairdale Jr. and Sr.	Central Senior
a. speakers not available	Serious Problems	N	1	4	3
		%	4	10	12
	Few Problems	N	10	14	8
		%	43	34	32
	No Problems	N	6	13	7
		%	26	32	28
	No Response	N	6	10	7
		%	26	24	28
b. not enough training	Serious Problems	N	1	4	3
		%	4	10	12
	Few Problems	N	11	13	8
		%	48	32	32
	No Problems	N	7	12	7
		%	30	29	28
	No Response	N	4	12	7
		%	17	29	28
c. materials not available	Serious Problems	N	5	6	5
		%	22	15	20
	Few Problems	N	7	15	8
		%	30	37	32
	No Problems	N	7	11	7
		%	30	27	28
	No Response	N	4	9	5
		%	17	22	20

			Western Middle	Fairdale Jr. and Sr.	Central Senior
d. lesson planning	Serious Problems	N	1	6	4
		%	4	15	16
	Few Problems	N	13	10	12
		%	57	24	48
	No Problems	N	7	17	4
		%	30	41	16
	No Response	N	2	8	5
		%	9	20	20
e. lack of occupational information	Serious Problems	N	5	4	4
		%	22	10	16
	Few Problems	N	9	15	7
		%	39	37	28
	No Problems	N	7	11	9
		%	30	27	36
	No Response	N	2	11	5
		%	9	27	20

5a. Have you had difficulty contacting the Career Education Consultant for your school?

	Western Middle			Fairdale Jr. and Sr.			Central Senior		
	Yes	No	No Response	Yes	No	No Response	Yes	No	No Response
N	0	22	1	4	31	6	4	17	4
%	0	96	4	10	76	15	16	68	16

b. If yes, indicate the reason.

EXHIBIT 3

OBSERVATION SUMMARIES

Career Education Program
Project E.P.I.C.
Observation Summary

School	Date Observed	Number Observed
Breckinridge Elementary	October 26, 1977	19
South Park Elementary	October 25, 1977	15
Western Middle	November 15, 1977	17
Fairdale Jr. and Sr.	November 14, 1977	17
Central Senior	November 16, 1977	14
	Total Number Classrooms Observed	82

Elementary

	Breckinridge	South Park
I. Learning/Interest Centers		
A. Apparent Nature of Centers:		
In A State Of Preparation	1	0
Center Established	16	15
Center Not Established	2	0
B. Center Materials Consisted Of:		
Trade Journals/Pamphlets	0	0
Resource Materials (Games, Worksheets, Puzzles, Tapes, Films, etc.)	16	13
Job Environment Simulation	0	2
II. Curriculum Integration As Based On Teacher Comment		
Discussion To Achieve Integration	10	10
Use of Learning Centers	6	4
Through Interviews	6	3
Role-Playing-Activities	2	2
Work Folders On Careers	7	8
Films	0	0
Not Yet Begun	0	0
III. Role-Playing-Activities		
Activities Using Tools/Equipment For Specific Jobs	0	2
Acting Out The Roles of Workers	12	8
No Role Playing Activities	7	5

	Breckinridge	South Park
IV. Bulletin Boards		
Several Related To One Job	0	0
Several Related To Many Jobs	3	3
One Related To One Job	1	0
One Related To Many Jobs	8	12
None Apparent	7	0
V. Field Trips		
Have Had One Or More	8	3
None Yet, But Some Planned	9	9
None	2	3

Secondary

	Western	Fairdale	Central
I. Learning/Interest Centers			
A. Apparent Nature of Centers:			
In A State Of Preparation	0	3	0
Center Established	6	5	3
Center Not Established	11	9	11
B. Center Materials Consisted Of:			
Trade Journals/Pamphlets	0	0	0
Resource Materials (Games, Puzzles, Career Dictionaries, Briefs, Films, Tapes, etc.)	6	4	3
Job Environment Simulation	1	1	0
II. Curriculum Integration As Based On Teacher Comment			
Discussion To Achieve Integration	10	11	6
Use Of Learning Centers	2	0	0
Through Interviews (Speakers)	0	2	1
Role-Playing-Activities	1	0	0
Research, Worksheets, Films, Bulletin Boards, Field Trips, etc.	11	8	6
Not Yet Begun	0	1	2
III. Role-Playing-Activities As Based On Teacher Comment			
Activities Using Tools/Equipment For Specific Jobs	0	0	1
Actual Job Experience Simulation	3	6	1
No Role-Playing-Activities	15	11	12

	Western	Fairdale	Central
IV. Bulletin Boards			
Several Related To One Job	0	0	0
Several Related To Many Jobs	2	2	0
One Related To One Job	1	2	0
One Related To Many Jobs	4	5	3
None Apparent	10	8	11
V. Field Trips			
Have Had One Or More	0	3	1
None Yet, But Some Planned	6	4	3
None	11	10	10
VI. Speakers			
Have Had One Or More	3	3	2
None Yet, But Some Planned	3	5	5
None	11	9	7

In some cases the number of responses may not equal to the number of teachers observed, because some teachers gave either no response or more than one response to certain categories.

The following consists of comments from teachers citing problems they had encountered while incorporating Career Education into the curriculum.

Breckinridge Elementary

1. I do not separate Career Education from the curriculum. Everything we do is Career Education.
2. Role-playing did not work, the children are sometimes shy.
3. We need help in the area of role-playing.
4. We have been too busy to have speakers in.
5. Any technique or method will work if you want them to.
6. It's better this year than it was last year.

South Park Elementary

1. It's harder to incorporate this year because of regrouping.
2. Role-playing can't be done spontaneously. It needs to be staged to be effective.
3. Field trips are a problem because of the buses.

Western Middle

1. We are null on field trips because it's hard on the parents to come up with the money.
2. I wouldn't try role-playing in Math, the class is too large and they are behind. My major thing is to teach Math, other things come second.

Western Middle

3. Students are not comfortable with role-playing. I don't think it's that successful or practical.
4. If a teacher has a difficult class they teach careers as a separate subject.
5. Making learning centers is too time consuming.
6. The speaker we had didn't go over too well, he didn't seem to be on the student's level.

Fairdale Jr. and Sr.

1. I make a career objective. I am not following the guide, I set up my own.
2. I can't do anything right now. We're working on basics. They're not ready for careers right now, they need the fundamentals.
3. I have always used Career Education in Science. It's very easy to implement.
4. Role-playing takes too much time to set up.
5. We tried role-playing, but we couldn't get it together.
6. I don't think role-playing would work.
7. The administration seems to frown on taking field trips. They do not seem very receptive.
8. There is not as much enthusiasm as there was last year.

Central Sr.

1. Journalism is totally integrated to begin with. The only thing done specifically for Career Education is a unit on careers in journalism.
2. I use a personal method. If a student is interested I will talk to them. I have no structured lesson plan for Career Education, I follow my curriculum.
3. I really haven't introduced careers in my classes. I did not know I was supposed to be teaching it. How do I find out about it?
4. I don't really know anything about careers. I don't know how people on the outside use Math in jobs. I need specifics.
5. This is my first year in the program. I didn't have enough time the first quarter. The problem is no experience in teaching Career Education.
6. I have no problem, I just haven't done anything.
7. I don't feel that role-playing is applicable in a journalism class.
8. I am a floating teacher and I have no room for a learning center.

EXHIBIT 4

TEACHER INTERVIEW SUMMARY

Project E.P.I.C.
Career Education Program
Teacher Interview Summary
April, 1978

School	# Interviews
Breckinridge Elementary	19
South Park Elementary	16
Western Middle	15
Fairdale Jr. and Sr.	18
Central Sr.	15
Total	83

1. Do you feel that the Career Education Program helps to increase student interest in school?

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	16	12	10	14	10
	(%)	84	75	67	78	67
no	(N)	1	3	4	3	2
	(%)	5	19	27	17	13
no response	(N)	2	1	1	1	3
	(%)	11	6	7	6	20

2. Are you receiving benefit from the support services provided by the Staff-Trainer in such areas as:

   a. demonstrating teaching strategies
   b. individual planning sessions
   c. suggestions for classroom implementation

* At each school the teachers all felt that they no longer needed these services at this point. However, they all stated that if such help was needed in these areas the Staff-Trainers would definitely be willing to provide the services.

3. Do you have suggestions for additional support services that you feel would be of help to you?

Breckinridge

1. There should be more money available for Career Education activities. There are some things that some schools have that others don't. A fluctuating budget to compensate for those schools that don't have would help.
2. If there were a handbook of available speakers it would be nice.
3. A list of speakers.
4. Ready-made worksheets.
5. More career education worksheets.
6. Find a list of people for interviews and have someone be the contact person.
7. More funds to do more things.
8. Somebody else to do it.

South Park

1. I would like to go to a workshop.
2. I would like to see a list of resource people.
3. A full time career education staff person like last year would help.
4. Some way to organize field trips. We can't take many because of the cost. We need funds for field trips.
5. More time.
6. The career workrooms should be continued.
7. The L.D. classes need to be asked to be in on other class interviews more often.
8. Need more information on careers.
9. More time to work on things.
10. Someone to contact people for interviews.

Western

1. Provide money for field trips.
2. I don't think so. I just need more time for preparation.
3. More field trips.
4. Not with the program the way it is now.
5. The Staff-Trainer has been very helpful. Anything I need she will get for me.

Fairdale

1. It's hard to get speakers because I have five individual classes. More films should be made available.
2. There should be a listing of material from audio-visuals, and a student monitored career room.
3. They could put out a directory of what information is available to use.
4. Audio-visual, filmstrips, etc.
5. Provide brochures on different occupations, and filmstrips.
6. Workshops are really important and having time to construct things for Career Education. There should be reciprocal visitation between classes, seeing how someone else fits it in.
7. There has been a problem getting hold of materials. Have someone responsible for getting materials.
8. Materials should be more available.

Central

1. When materials come in that pertain to each subject, the Staff-Trainer should make us aware that they are in.
2. There is a whole area of career education in music that could be tapped if someone wanted to.
3. I would like to see the supplementary activities booklet that we worked on. We were all paid to work on these curriculum supplements and I assumed that when school started we would receive one to work along with our curriculum.
4. We need some sort of system to bring speakers in.
5. It's the concensus of math teachers that as far as how our subject matter is used in specific areas, we have no knowledge of any specific jobs.
6. We need a resource room.
7. The internship program should be broadened to include more students.
8. Use some of the money to provide transportation to jobs (on the job training).

4. Are materials pertaining to Career Education readily available to you?

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	17	16	15	13	12
	(%)	89	100	100	72	80
no	(N)	1	0	0	3	2
	(%)	5	0	0	17	13
no	(N)	1	0	0	2	1
response	(%)	5	0	0	11	7

5. Have you been sucessful in motivating students in Career Education by using the following techniques?

a. learning interest centers:

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	15	16	7	9	15
	(%)	79	100	47	50	79
no	(N)	1	0	3	2	1
	(%)	5	0	20	11	5
have	(N)	3	0	5	7	3
not used	(%)	16	0	33	39	16
no	(N)	0	0	0	0	0
response	(%)	0	0	0	0	0

b. bulletin boards:

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	19	16	14	15	10
	(%)	100	100	93	83	67
no	(N)	0	0	1	2	4
	(%)	0	0	7	11	27
have not used	(N)	0	0	0	1	1
	(%)	0	0	0	6	7
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

c. discussion:

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	18	15	14	17	14
	(%)	95	94	93	94	93
no	(N)	0	1	1	1	1
	(%)	0	6	7	6	7
have not used	(N)	1	0	0	0	0
	(%)	5	0	0	0	0
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

d. interviewing:

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	16	14	7	7	10
	(%)	84	88	47	39	67
no	(N)	0	1	3	0	2
	(%)	0	6	20	0	13
have not used	(N)	3	1	5	11	3
	(%)	16	6	33	61	20
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

e. role-playing:

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	14	11	8	8	4
	(%)	74	69	53	44	27
no	(N)	1	3	3	3	7
	(%)	5	19	20	17	47
have not used	(N)	4	2	4	7	4
	(%)	21	13	27	39	27
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

f. speakers:

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	16	13	8	8	10
	(%)	84	81	53	44	67
no	(N)	0	1	3	0	2
	(%)	0	6	20	0	13
have not used	(N)	3	2	4	10	3
	(%)	16	13	27	56	20
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

g. field trips:

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	11	7	4	8	7
	(%)	58	44	27	44	47
no	(N)	0	1	2	1	1
	(%)	0	6	13	6	7
have not used	(N)	8	8	9	9	7
	(%)	42	50	60	50	47
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

h. student research:

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	4	7	4	7	13
	(%)	21	44	27	39	87
no	(N)	1	0	4	3	1
	(%)	5	0	27	17	7
have not used	(N)	14	9	7	8	1
	(%)	74	56	47	44	7
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

6a. Do you find the techmique booklet for supplementary activities useful?

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	16	14	8	9	10
	(%)	84	88	53	50	67
no	(N)	1	0	3	2	0
	(%)	5	0	20	11	0
no response	(N)	2	2	4	7	5
	(%)	11	12	27	39	33

b. If not, why not?

Breckinridge

1. It has no practical suggesions.

Western

1. I don't need it.
2. For a lot of the activities mentioned there were no material available. Teachers had to seek out material themselves. It had suggestions that to me were not worthwhile.
3. The activities are too impractical to implement. It's too much like busy-work. Career Education takes up time that could be spent in other areas. There's no point in doing it.

Fairdale

1. Several of the art teachers and I have talked about it and we are strictly interested in curriculum. I feel that taking valuable time away will not help.

7. How has Career Education enhanced the teaching of content area?

Breckinridge

1. It makes them more interested in reading.
2. It broadened the subject.
3. The career center helps get across ideas. It helps motivate children in a lot of ways.
4. It makes it more relevant.
5. It helped in language arts and math to the point that students can see the value of learning.
6. The worksheets make it more interesting.
7. It's another avenue to use to keep from being monotonous. The students are enthused.
8. Gives a wider area of information.
9. It adds to content and you can build on it.
10. The only area that is enhanced is in music, and in a way that enhances reading.
11. It enriches.
12. Students are willing to participate more.
13. I haven't used career education much. My students need much more in basics.
14. I don't think it has.
15. It hasn't!

South Park

1. It helps in counting and matching.
2. It helps with math lessons, showing the value of it.
3. It's a fine enrichment for language arts and math. Made it more interesting.
4. In language arts we don't have to spend so much time on words.
5. I don't have a lot of time to fool with it. I spend time on basics.
6. It makes students more aware of speaking ability.
7. It helps them relate to the subject much better.
8. You can correlate it. It makes the content more interesting.
9. You can take career education and many subject cohesively.
10. I'm not sure it has.
11. It has given us a lot to do. It blends well.
12. It has given more purpose to what they're learning.
13. It lets the children become aware that they have skills.

Western

1. Makes it more interesting.
2. It hasn't.
3. I can't say that it has done that much.
4. It makes students aware of why they need to learn.
5. I don't integrate it that much.
6. It has broadened the content area and given it more depth.
7. It gives the students a better perspective of why they are studying subjects.
8. It makes students aware of the needed skills.
9. It has not.
10. It hasn't.
11. It hasn't. My content area is very structured if you deviate you lose.
12. It hasn't enhanced it, particularly at middle school level.
13. Career education was part of my curriculum all along.

Fairdale

1. It doesn't correlate good with english and spelling.
2. It has given me different ideas on presenting the material.
3. It shows the students what is available and how it can be applied.
4. It made the subject more pertinent to life situations.
5. Simply seeing the advantages of what you do with subjects. Students see a purpose in what they are learning.
6. I don't really think it enhances.
7. If properly applied it makes the course more interesting.
8. It has made it more meaningful.
9. Students can draw a relation between learning and life.
10. I don't think it has.
11. It is another dimension that I can use.
12. It has provided motivation and interest.
13. It allows you to make a better selection of your objectives.
14. It makes me more aware that a great deal of students are not concerned about the future, but through career education I can make them more aware.

Central

1. Makes it more interesting to learn.
2. I don't think it has done too much to enhance my content area. It's very difficult to cover all content in addition to the career things.
3. It probably hasn't enhanced the content except in certain classes.
4. It gives you a broader base to work from.
5. The way I use it relates to what students are interested in.
6. I can't see much difference.
7. I can't say that it has.
8. It helps to get it across.

8. Are you interested in Career Education?

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	19	16	12	18	15
	(%)	100	100	80	100	100
no	(N)	0	0	3	0	0
	(%)	0	0	20	0	0
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

9. Are you aware of the state legislation on Career Education?

		Breckinridge	South Park	Western	Fairdale	Central
yes	(N)	16	15	15	17	14
	(%)	84	94	100	94	93

		Breckinridge	South Park	Western	Fairdale	Central
no	(N)	3	1	0	1	1
	(%)	16	6	0	6	7
no response	(N)	0	0	0	0	0
	(%)	0	0	0	0	0

10. Are there problems that you feel interfere with the implementation of the Career Education Program?

Breckinridge

1. We need supplementary guides to show how Follow Through and Career Education interrelate.
2. More materials would be helpful and more field trips.
3. It's difficult to always apply it in simple enough terms for my students.
4. It takes time and extra effort to think of ways of infusing it.
5. Finding the time to fit it in.
6. The discipline of students and time to get it in.
7. Getting interviews. I don't have time to make contacts to set-up interviews.
8. A career education workshop at the beginning of the year would be good.
9. The relative newness of it requires a good deal of thought will correct itself. It's hard coming up with ideas. A continuation of the workshop would be very good.

South Park

1. The children are too young.
2. Time to work it in is a problem.
3. Time interferes with everything.
4. Field trips are about the biggest problem.
5. Time!
6. Money and field trips.
7. We need a supply room to do and make things.
8. There is not enough time to do it.
9. The teaching staff. Everybody is always saying they don't have enough time; it doesn't take extra time.
10. In the first grade it's hard to do as much as I would like to.
11. We don't have money for field trips.

Western

1. The Director has been too demanding of the Staff-Trainer about teachers implementing it. We have curriculum to take care of, and have to do career education whenever it fits.
2. My disinterest.
3. Special education are hard to teach it too.
4. Time!
5. Time.
6. It seems irrelevant to me to talk career to students who have not mastered the basic skills.

7. It's hard for these students to do. They can't master the regular textbook.
8. Most teachers have not had adequate training as to how to successfully integrate it.
9. It's too bague and impractical for middle schools. I haven't seen where career education helps them become motivated in reading and writing.
10. We need a wider range of materials.

Fairdale

1. Getting it into the curriculum.
2. It seems to me in a CORE class a teacher in each lesson does not introduce or think about careers all the time. There is a time to cover careers and a time to work. I don't think everyday it should be thrust down their throats. It seems to me that they are insisting we do it everyday.
3. More ideas for individual subject matter are in order. Incorporate it into the whole curriculum.
4. Attendance is so hit and miss, it makes it difficult.
5. It should be a required subject like an elective.
6. Time.
7. Lack of time. By the time you cover course content there is little time left for anything else.
8. I don't agree with K-12.
9. There is a lot of duplication within the clusters.

Central

1. There's not enough time to cover it.
2. It's not broad enough. It doesn't take in enough areas.
3. My first obligation is to teach my content. I am a firm believer in teaching the content that I am employed to teach. If something else occurs that's good.
4. It needs a more organized approach.
5. There is no communication as to when students can sign up for internships. It is handled through the counselor, but so far we haven't received any communication.
6. I think someone in charge of this should seek out new teachers and inform them and familiarize them.
7. We need textbooks with career education in them.
8. There is a lot of resistance and poor attitude on the part of teachers. Many teachers have negative attitudes.
9. I have trouble getting speakers.
10. Furnish money for classroom teachers to exploit it a little more.
11. Money for field trips.

EXHIBIT 5

STUDENT SURVEY SUMMARIES

Project E.P.I.C.
Career Education Program
Student Survey Summary Grades 1-3
July, 1978

Schools	Number Surveys Returned
Breckinridge Elementary	44
South Park Elementary	65
	109 Total

I Like:

			Like	Dislike	Don't Know	No Response
1. Learning about different jobs.	Breck.	N	41	1	2	0
		%	93	2	5	0
	South Park	N	57	3	5	0
		%	88	5	8	0
2. Talking to the people who come to my class and tell me about the kinds of jobs they do.	Breck.	N	36	5	2	1
		%	82	11	5	2
	South Park	N	54	2	9	0
		%	83	3	14	0
3. Reading about all the kinds of jobs that people do.	Breck.	N	27	7	10	0
		%	61	16	23	0
	South Park	N	43	12	9	1
		%	66	18	14	2
4. Playing games to learn about different jobs.	Breck.	N	39	5	0	0
		%	89	11	0	0
	South Park	N	58	0	6	1
		%	89	0	9	2
5. Going on field trips to see what people do on different jobs.	Breck.	N	40	3	1	0
		%	91	7	2	0
	South Park	N	44	5	14	2
		%	68	8	22	3
6. Seeing and touching the tools that people use on their jobs.	Breck.	N	41	1	2	0
		%	93	2	5	0

			Like	Dislike	Don't Know	No Response
6. continued	South	N	55	2	7	1
	Park	%	85	3	11	2
7. Talking with my teacher and the rest of my class about different jobs.	Breck.	N	32	8	4	0
		%	73	18	9	0
	South	N	49	7	8	1
	Park	%	75	11	12	2
8. Talking with my parents about what I have learned about different jobs.	Breck.	N	37	3	4	0
		%	84	7	9	0
	South	N	50	6	8	1
	Park	%	77	9	12	2
9. I would like to learn more about all kinds of jobs.	Breck.	N	36	4	4	0
		%	82	9	9	0
	South	N	50	4	10	1
	Park	%	77	6	15	2

Project E.P.I.C.
Career Education Program
Student Survey Summary Grades 4 and 5
July, 1978

Schools	Number Surveys Returned
Breckinridge Elementary	42
South Park Elementary	16
	58 Total

I Like:

			Like	Dislike	It's O.K.	No Response
1. Learning about the different jobs that people do.	Breck.	N	20	1	21	0
		%	48	2	50	0
	South Park	N	10	0	6	0
		%	63	0	38	0
2. Talking to people about the kind of work they do.	Breck.	N	26	2	14	0
		%	62	5	33	0
	South Park	N	11	2	3	0
		%	69	13	19	0
3. Reading about all kinds of jobs people do.	Breck.	N	20	11	11	1
		%	47	26	26	2
	South Park	N	4	6	6	0
		%	25	38	38	0
4. Playing games to learn about different jobs.	Breck.	N	30	2	10	0
		%	71	5	24	0
	South Park	N	9	0	7	0
		%	56	0	44	0
5. Going on field trips to see what people do on different jobs.	Breck.	N	37	1	4	0
		%	88	2	10	0
	South Park	N	13	0	3	0
		%	81	0	19	0
6. Seeing and touching the tools that people use on their jobs.	Breck.	N	21	3	18	0
		%	50	7	43	0

				Like	Dislike	It's O.K.	No Response
6. continued	South Park	N	12	1	3	0
		%	75	6	19	0
7. Talking with my teacher and the rest of my class about different jobs.	Breck.	N	20	7	15	0
		%	48	17	36	0
	South Park	N	6	7	3	0
		%	38	44	19	0
8. Talking with my parents about what I have learned about different jobs.	Breck.	N	20	5	16	1
		%	48	12	38	2
	South Park	N	6	3	7	0
		%	38	19	44	0

			Like Very Much	Would Not Like	I Don't Care	No Response
9. I would like to learn more about all kinds of jobs.	Breck.	N	34	1	7	0
		%	81	2	17	0
	South Park	N	9	0	7	0
		%	56	0	44	0

Project E.P.I.C.
Career Education Program
Student Survey Summary Grades 6-12
July, 1978

Schools	Number Surveys Returned
Western Middle	95
Fairdale Jr. and Sr.	151
Central Sr.	163
	409 Total

1. How much have you learned about jobs this year?

		A Lot	Some	Very Little	None At All	No Response
Western	N	46	34	14	1	0
	%	48	36	15	1	0
Fairdale	N	34	68	31	18	0
	%	23	45	21	12	0
Central	N	21	55	63	21	3
	%	13	34	39	13	2

2. Would you like to have studied more?

		A Lot	Some	Very Little	None At All	No Response
Western	N	32	50	11	2	0
	%	34	53	12	2	0
Fairdale	N	48	91	10	2	0
	%	32	60	7	1	0
Central	N	47	95	17	4	0
	%	29	58	10	2	0

3. Do you think reading, writing, and math skills are important in helping you to get a good job?

		Very Important	Somewhat Important	Of Little Importance	Not Important	No Response
Western	N	89	5	0	1	0
	%	94	5	0	1	0
Fairdale	N	124	24	2	1	0
	%	82	16	1	1	0

		Very Important	Somewhat Important	Of Little Importance	Not Important	No Response
Central	N	118	39	3	2	1
	%	72	24	2	1	1

4. How often do you talk about careers at home?

		Very Often	Some	Very Little	Not At All	No Response
Western	N	23	36	33	3	0
	%	24	38	35	3	0
Fairdale	N	44	69	34	4	0
	%	29	46	23	3	0
Central	N	49	84	30	0	0
	%	30	52	18	0	0

5. Check the people with whom you have discussed your career goals. (More Than One Response Possible)

		Teacher	Principal	Counselor	Parents
Western	N	52	4	9	76
	%	55	4	9	80
Fairdale	N	77	0	25	141
	%	51	0	17	93
Central	N	70	1	34	147
	%	43	1	21	90

6. Which of these people would you have liked to talk more with about your career goals? (More Than One Response Possible)

		Teacher	Principal	Counselor	Parents
Western	N	40	13	18	75
	%	42	14	19	79
Fairdale	N	73	3	61	88
	%	48	2	40	58
Central	N	52	8	74	83
	%	32	5	45	51

Which Of The Following Have Been Helpful To You In Your Thinking About Careers? (More Than One Response Possible)

			Western	Fairdale	Central
7.	Interviewing speakers about their jobs.	N	19	57	61
		%	20	38	37
8.	Going on field trips to see what people do on certain jobs.	N	50	86	74
		%	53	57	45
9.	Class discussions on different careers.	N	48	75	85
		%	51	50	52
10.	Doing your own research on careers.	N	47	81	76
		%	49	54	47
11.	Shadowing (middle & jr. - following people on their jobs to see what they do.	N	48	54	NA
		%	51	36	NA
12.	Internship (senior - actually working on a job).	N	NA	39	37
		%	NA	26	23
13.	Other	N	10	10	15
		%	11	7	9

Western — Those students responding to item #13 indicated that newspapers and the Summer Youth Program had been helpful to them.

Fairdale
1. Modeling teacher
2. Listening to speakers from colleges.
3. Talking with my brother.
4. At modeling school they taught me the way to act to be able to obtain a job, and how to make a resume.
5. Doing job forms in Typing class.

Central
1. The Distributive Education Program (dealing with retailing).
2. Talking to my parents.
3. Distributive Education Program.
4. Talking to my parents and college students.
5. Talking to my friends and the parents in my neighborhood. Also discussions at the church youth group.
6. Doing volunteer work.
7. Watching films showing people working on their goals.
8. Working on a farm during the summer.
9. Participating in a Career Education Program at an out-of-state school.

14. Is there anything that you feel would improve the Career Education Program at your school?

Western

1. All classes should have career studies.
2. More teachers should be involved.
3. It could be improved by having more activities.
4. Talk about the program more.
5. In some of the classes our teachers give us filmstrips to look at and I always fall asleep. If we could get a discussion going about jobs and careers, then I wouldn't fall asleep. I would learn a lot more than I am now.
6. Talk about it more.
7. Go on field trips and talk about jobs.
8. Have more school trips.
9. Go on more field trips to certain places like factories.
10. Plan more field trips so students can see what it's like on a real job.
11. Have more educational field trips.
12. Go on field trips.
13. Go on more field trips this year and study things. Visit people doing their jobs.
14. Go on more trips.
15. I would like to go on more school field trips to see more about careers.
16. Have people come to the classroom and talk to the students about their jobs. Go on more field trips.
17. Have people from different jobs come to talk about their jobs.
18. You can improve your program by letting the students pick the careers they want to study.
19. Have classes that have jobs for students to do.
20. Let students actually do some jobs.
21. The program is terrific.

Fairdale

1. Have a class on learning about jobs and what to do in the future.
2. Need more classes on careers.
3. More career classes.
4. More classes about it.
5. More classes on this subject.
6. We need to learn more about careers.
7. Use the program more.
8. Give career education more attention.
9. Talk about the program more.
10. More news of the program (posters and stuff).
11. Give more people the opportunity to participate.
12. Try to get more people involved and help students who need jobs or work permits.
13. Need more participation and interest.
14. More student participation.
15. More interest.
16. Each teacher should involve careers as a part of their curriculum. They should help students learn about the careers in their subject area.
17. The teachers could help students to find jobs.
18. More counselor involvement.
19. Have a special program for juniors and seniors to get special training for jobs. The people in the program could try to find somebody that specializes in different fields of interest.
20. Offer a certain class that students could take for careers.
21. Have more interesting things to do.
22. Offer training for jobs and talk about specific careers. Let students try the career that they have chosen in school.
23. Offer training for jobs.
24. Talk about it more in class.
25. More discussion groups.
26. Talk about it more in class.

27. Talk about what students want to do.

28. More discussions.

29. More research, more discussion, and more field trips on careers.

30. They could talk more about careers, and fix it so the student could do a job once to see if they really do like it.

31. More visitors from jobs.

32. Have more people come to the school to talk about their jobs.

33. More field trips.

34. More field trips.

35. If we went on more field trips I think it would help a lot.

36. More field trips and speakers on different careers. After all careers are what we all look for in the future.

37. Go on field trips and have at least one discussion period each week in at least one or two classes.

38. Take field trips to different business offices.

39. Have a wider variety of careers to study.

40. I don't know about it.

41. I've never had that kind of class.

42. I have not had any classes on it.

Central

1. More student involvement.

2. More student interest.

3. Teachers could tell students how a particular course will help someone get a job.

4. I think teachers should spend time on it.

5. More students should have the opportunity to talk to their counselor and become more aware of the program.

6. I think that the counselors should set-up meetings with people from various fields to come in and talk (not lecture) to the students who are interested.

7. We should be able to talk more with the counselor. We don't have a Career Education Program.

8. The counselor should speak to each student and talk about careers. Also do some research on careers.

9. We need to get more people involved and concerned. I think it should be a required course.

10. More involvement from the whole school.

11. More publicity about it. Let students know more about it.

12. Teachers should mention careers and the opportunities to students.

13. Advertise it more to students.

14. They should have more career courses.

15. Explore every aspect of the career the student is interested in.

16. Offer a special section in the junior and senior English class. Maybe use the third quarter to explore careers.

17. Have a class specifically assigned to careers.

18. Have a career education class which teaches students about various jobs.

19. Remember the Arts (theater, music, art) are huge career opportunities.

20. Have more special classes teaching you what you need to know about careers.

21. There should be more of it. We only studied it for two days.

22. Have a class that deals with careers; not like O.W.E., but classes where you learn more.

23. We only discussed the program for about an hour at the beginning of the year.

24. Have different classes offering a variety of careers.

25. We could have an extra career activities program which would make people more aware of the job goals that they could achieve.

26. More class discussions on careers.

27. More discussion.

28. I think teachers should discuss career opportunities with students. Information about various careers should be readily available through the schools.

29. More discussions on the subject and more information available.

30. More information on jobs.

31. Have more guest speakers.

32. Have people that work come in and talk about their jobs.

33. I could learn more if more people came to talk about their careers.

34. Have more speakers and more trips to businesses.

35. Go on more field trips.

36. Go on field trips because it helps to see what the job is like.

37. It would be helpful to go on field trips and discuss careers in class more often.

38. There should be some films to see or actually go on field trips to a place where someone works. They could explain things to you.

39. Discuss careers more, go on more field trips, and have more guest speakers.

40. Have more field trips and better career classes.

41. We need more emphasis on grammar and basic math skills.

42. No one has talked with me about careers. I've talked to a few people on my own. My school had done nothing.

43. I know nothing about it.

44. What Career Education Program? To my knowledge there is no Career Education Program at this school.

45. We need to have one.

46. We do not have a Career Education Program. I think it would be a great asset to get one.

47. If we have the program at this school, tell the students about it!

48. It would help to hear more about it.

49. I don't know about it.

EXHIBIT 6

PARENT SURVEY SUMMARY

Project E.P.I.C.
Career Education Program
Parent Survey Summary
July, 1978

Schools	Number Surveys Returned
Breckinridge Elementary	27
South Park Elementary	43
Western Middle	34
Fairdale Junior and Senior	18
Central Sr.	54
	176 Total

1. How much have you heard about the Career Education Program at your child's school?

		A Lot	Some	Very Little	Haven't Heard	No Response
Breckinridge	N	6	8	7	6	0
	%	22	30	26	22	0
South Park	N	10	18	8	7	0
	%	23	42	19	16	0
Western	N	4	10	8	12	0
	%	12	29	24	35	0
Fairdale	N	0	3	7	8	0
	%	0	17	39	44	0
Central	N	1	13	17	23	0
	%	2	24	31	43	0

Please Check The Source(s) From Which You Heard About The Program. (More Than One Response Possible)

		Breck.	South Park	Western	Fairdale	Central
2. Your child	N	13	28	20	10	20
3. A P.T.A. meeting	N	2	6	2	0	5
4. A workshop	N	4	1	2	0	0
5. The Newsletter	N	8	12	4	1	10

		Breck.	South Park	Western	Fairdale	Central
6. Other (please list)	N	1	4	1	0	7

7. Is learning about possible careers as important to your child's education as reading, writing, and math?

		Very Important	Somewhat Important	Not Important	Don't Know	No Response
Breckinridge	N	15	10	2	0	0
	%	56	37	7	0	0
South Park	N	26	14	2	1	0
	%	60	33	5	2	0
Western	N	26	5	0	3	0
	%	76	15	0	9	0
Fairdale	N	15	2	1	0	0
	%	83	11	6	0	0
Central	N	22	26	5	1	0
	%	41	48	9	2	0

8. In your opinion, when should students begin learning about different careers?

		Elementary K-5	Middle 6-8	Senior 9-12	In All Grades K-12	No Response
Breckinridge	N	11	8	0	8	0
	%	41	30	0	30	0
South Park	N	14	12	3	14	0
	%	33	28	7	33	0
Western	N	6	16	5	7	0
	%	18	47	15	21	0
Fairdale	N	0	7	9	2	0
	%	0	39	50	11	0
Central	N	1	19	26	6	2
	%	2	35	48	11	4

9. How interested does your child seem to be in the Career Education Program at his or her school?

		Very Interested	A Little Interested	Not Interested	Don't Know	No Response
Breckinridge	N	12	9	0	5	1
	%	44	33	0	19	4

		Very Interested	A Little Interested	Not Interested	Don't Know	No Response
South Park	N	11	22	0	7	3
	%	26	51	0	16	7
Western	N	13	11	1	9	0
	%	38	32	3	26	0
Fairdale	N	8	4	0	6	0
	%	44	22	0	33	0
Central	N	10	20	8	13	3
	%	19	37	15	24	6

Please Check The Following Item(s) That Describes How Your Child Shows His or Her Interest In The Program. (More Than One Reponse Possible)

			Breck.	South Park	Western	Fairdale	Central
10.	Talks about the program.	N	7	16	11	5	4
11.	Brings home career related projects.	N	4	10	6	1	2
12.	Talks about field trips and speakers they have had on different careers.	N	19	23	9	1	11
13.	Shows more interest in what people do on different jobs.	N	10	13	8	3	10
14.	Talks about what he or she wants to do in the future.	N	15	24	22	13	27
15.	Other (please list)	N	0	0	1	0	6

16. Should Career Education be continued as a regular part of the curriculum?

		Yes	No	Don't Know	No Response
Breckinridge	N	22	0	1	4
	%	81	0	4	15
South Park	N	37	1	3	2
	%	86	2	7	5
Western	N	29	0	5	0
	%	85	0	15	0

		Yes	No	Don't Know	No Response
Fairdale	N	17	0	1	0
	%	94	0	6	0
Central	N	39	3	8	4
	%	72	6	15	7

17. Are you receiving enough information about the Career Education Program at your child's school?

		Yes	No	No Response
Breckinridge	N	10	14	3
	%	37	52	11
South Park	N	13	27	3
	%	30	63	7
Western	N	7	27	0
	%	21	79	0
Fairdale	N	0	17	1
	%	0	94	6
Central	N	4	47	3
	%	7	87	6

18. In what ways can parents be involved in Career Education?

Breckinridge

1. By attending the workshops. The Staff-Trainer was a wonderful and warm person.
2. Getting their children interested in different jobs, attending workshops, and reading different literature.
3. By participating in workshops and attending meetings.
4. Take an interest in the child's classwork and what they want to be. Go to the P.T.A. meetings.
5. Start a workshop and teach children at home about it.
6. By teaching at home and the various places they go where people are working. Ask questions and find out what their child excels in and their interest. Encourage and push the child's dreams.
7. Let our children interview their parents about our jobs!
8. If the parents have interesting jobs they could tell the children about them.
9. Get friends to attend the classrooms for interviews. Parents should let the

child know of different careers and the advantages they can offer.

10. Each parent could come to class and discuss their jobs. Or let the child tour the job where they work.

11. Know what career education is and how they as parents could get involved.

12. By learning more about the program.

South Park

1. Talk to the child about different jobs.

2. Continue with descriptions of our own careers. Show children outside school hours, the different careers.

3. The parent could work with the child to could work with the child to help him or her understand the importance of a career.

4. Talk to the child to see what career interest him the most. Encourage him to do well in school.

5. Describe in detail his/or her job to the child. Make available group field trips. Attend parent and class meetings on a regular schedule.

6. Volunteer for class visits and discussions. Speak with children at home about different people and why they chose their jobs.

7. You can go work in the school with different poeple.

8. Talking about his or her own career.

9. By being interviewed.

10. Talk to the child about careers and show concern.

11. Talk to their children about different jobs.

12. Go to the school and tell about their jobs.

13. In elementary schools, nothing. That type of learning should be in high school.

14. By teaching the child about the work that they do and prepare them educationally.

15. By sharing their experiences on careers with the children.

16. Try to answer as many questions as you can about different jobs.

17. By going to the schools and talking to the students.

18. Go to school and talk to children about jobs.

19. Attend the workshops.

Western

1. Encourage the children.
2. I think parents should be more involved. They should come see their children.
3. By showing their children that they are interested.
4. I believe all parents should sit down and discuss with their children what their future is going to be.
5. Parents could come in and give talks about the various jobs they do and answer related questions.
6. Parents could seem interested in what their child has to say. Encourage the child about learning a skill.
7. Get involved with the P.T.A.
8. Since there are so many parents they should be able to have them answer questions for groups of children at school concerning their occupations. They should try to let their children spend at least one day at work with them.
9. I do not know enough about it to be involved.

Fairdale

1. By encouraging the child in the career he or she has chosen.
2. First get a Career Education Program started at the school.
3. Give advice and try to help the child prepare for whatever career they show an interest in.

Central

1. Through the P.T.A.
2. Through family discussions.
3. Parents might become speakers at the school.
4. By talking to the students.
5. Discuss with the child what they want to do.
6. Let parents know about it.
7. First send home some literature to let us know what is being offered to our

children. Then we could discuss these opportunities with our children and help them make selections.

8. It would be hard to get parents to do this; but why not ask them to talk about some of their failures. Learning comes so much through trial and error.

9. Tell about their own jobs.

10. Parents could discuss the different fields.

11. Parents should see what their children want to be in the future.

12. Inform the students about their particular careers.

13. Parents should discuss their particular career with the child.

14. I would think by finding out just what career education is all about and how much each child can become more interested in what the program can do for him or her.

15. Try to find out what type of work the child would be happy doing.

16. By having discussion groups.

17. Let the students interview parents about their jobs.

18. Speak to students and relate to them how different careers work. Get them interested in all phases of life.

19. Please list any suggestions you may have that you feel would make the Career Education Program at your child's school more successful.

Breckinridge

1. Have more meetings to talk with the parents. Tell the parents more about it.

2. Have hands-on-experiences such as games in the schools with various sized objects (testing to see if a child would be fast or better working with small objects, large, etc.) They could run-off stenciled applications, make-out checks, write resumes, etc. There are many different ways to make the program successful. Mainly talking with the students and finding what ideas they can come up with.

3. Breckinridge does not give enough information on anything for me. Include parents. Send more explicit information to parents.

South Park

1. Talk about the program more.

2. My child thinks there should be more games about different jobs.

3. I think that we have a very good program.

4. During meetings bring physical objects or evidence along. Thoughts, ideas, feelings, should be turned in before a meeting on a particular career. Also individual questions should be ready to be directed.

5. Inform the parents of the careers available in the community.

6. Have career education field trips for the older children with studies at the same time along related fields.

7. I have not heard that much about it, but if I had some information on it I could answer.

Western

1. It's okay as it is.

2. Parents should know more about the program and what they can do to help their child in it.

3. Contact different parents with different jobs and ask them to come in and explain their work to the children in career classes.

4. Get all the children intersted in it, not just some.

5. I need the program explained to me. I haven't received any information about the program.

6. People from all different careers should visit the school.

7. Try to make trips through factories. Show films about jobs. Show the child how important it is to get an education.

8. Have some materials to read so parents could help the child more in what he or she would like to learn about jobs.

9. I would like to see more concern from parents.

10. Let the children take a more active role in their Career Education Program.

Fairdale

1. Provide trips to the schools for parent and children to get together. We need more literature on the program.

2. Send more information home.

3. Parents should get information on the program. I have never of it until I was handed this paper.

4. Distribute more information. Educate pupils and parents by providing helpful information early in the school year.

Central

1. Send home information to parents when the school letter is sent out.

2. Get a great deal of parents in these schools that have intersting jobs. Let the children know what parents are doing in this city.

3. Be sure all parents are made aware of it.

EXHIBIT 7

PARENT WORKSHOP SUMMARY

Project E.P.I.C.
Career Education Project
Parent Workshop Summary

1. This workshop was designed to meet a need of the participants:

met a need		6	5	4	3	2	1	met no need
Breckinridge	N	2	8	8	6	0	0	
	%	8	33	33	25	0	0	
South Park	N	3	4	8	3	0	0	
	%	17	22	44	17	0	0	
Western	N	4	8	10	6	1	0	
	%	14	28	24	21	3	0	
Fairdale	N	5	12	14	6	0	0	
	%	14	32	38	16	0	0	

2. The purposes for having the workshop were:

clearly stated		6	5	4	3	2	1	unknown to me
Breckinridge	N	3	13	6	2	0	0	
	%	13	54	25	8	0	0	
South Park	N	4	10	3	1	0	0	
	%	22	56	17	6	0	0	
Western	N	5	14	7	3	0	0	
	%	17	48	24	10	0	0	
Fairdale	N	10	23	4	0	0	0	
	%	27	62	11	0	0	0	

3. The activities and/or training accomplished:

its purpose		6	5	4	3	2	1	nothing
Breckinridge	N	1	13	7	3	0	0	
	%	4	54	29	13	0	0	
South Park	N	4	7	6	1	0	0	
	%	22	39	33	6	0	0	
Western	N	2	12	12	2	1	0	
	%	7	41	41	7	3	0	
Fairdale	N	6	17	13	1	0	0	
	%	16	46	35	3	0	0	

4. The workshop was:

well organized		6	5	4	3	2	1	poorly organized
Breckinridge	N	3	14	5	2	0	0	
	%	13	58	21	8	0	0	
South Park	N	7	5	6	0	0	0	
	%	39	28	33	0	0	0	
Western	N	8	13	8	0	0	0	
	%	28	45	28	0	0	0	
Fairdale	N	11	13	13	0	0	0	
	%	30	35	35	0	0	0	

5. Overall, I feel that what I've learned from this workshop will be:

very useful		6	5	4	3	2	1	of little value
Breckinridge	N	1	14	7	2	0	0	
	%	4	58	29	8	0	0	
South Park	N	4	6	8	0	0	0	
	%	32	33	44	0	0	0	
Western	N	7	7	11	4	0	0	
	%	24	24	38	14	0	0	
Fairdale	N	6	17	11	3	0	0	
	%	16	46	30	8	0	0	

The following are summary comments of the parent workshops.

I. If You Had Known Beforehand What This Activity Would Be Like, Would You Want To Attend?

Breckinridge

1. Yes I would! Not just because of the money, but because we did some things that were fun. Even though I wouldn't want my son to be a practical nurse, I guess he could be one. The only thing I didn't like was that sometimes the auditorium and the little room we met in were cold.

2. There's nothing else I'd probably be doing at home, so I might as well come here. My kids sure did like the booklets. I liked making things for the school and visiting the classroom.

3. Seeing the children do the career activities was nice. It's not very often that parents get invited in. I guess teachers think we are meddling. Most of the things we did I enjoyed doing, and I agree with the program.

4. I agree with the program, but I'm not sure I'm the kind of parent who needs to be reminded of how important discipline, learning to be responsible and get along, and all those things are. It's hard being a parent today. It seems that only a couple of folks on my block care enough about their children to teach them things. They're the ones who need these meetings.

South Park

1. Yes. I demonstated hair styling at South Park for one of the classes last year, but now I know that there is a lot more to career education besides workers coming in to talk about their jobs. Making the games was great. I plan to do some of that at home. I had never thought about it before.

2. I enjoyed coming in and talking with the group. It was disappointing that the group was so small, but in one way it was better because we really got into some serious discussions; especially about decision-making and parents being role models.

3. I liked it too, but there were some nights that I was really tired after working all day and I didn't feel like coming to just sit and listen. However, we did more than just sit. There was a chance for all of us to say what we felt. The staff-trainer was a good person to hold the meetings because she listened to what we had to say. She didn't tell us what we should do and make us feel guilty. A teacher made me feel bad a couple of times and that turned me off.

Western

1. Yes. I think I know more about what's going on in class now. When my daughter came home asking questions about work I couldn't make any sense out of what she was saying.

2. Sure. This is one of the first things I've done with a group since my husband died. Even if this wasn't an interesting topic, I enjoyed getting together and talking about some of the decisions I had to make.

3. It was okay. There's lots of other parents who should have been here. All of my children except one are grown and have jobs. Everything has worked out okay for them. Sometimes experience is the best teacher, no matter how much we talk to them about being on time and being able to do anything they want to do.

Fairdale

1. Yes, because my child was taking exploratory classes and he came home talking about it. Since I have come to some of these sessions we have discussed some of the same things. This gave me insight into his classes, which I wouldn't have had otherwise.

2. Yes I would, because a lot of the things we saw on films about getting a job, or the interviews that go before the job were helpful to me as I

plan on trying for a job next year. Also I enjoyed making the bulletin boards and taking a quiz on values.

3. Yes. I enjoyed the discussion we had about jobs, the questions and little fun test we took.

4. Yes. I enjoyed the open discussion, the exchange of ideas and hope I have contributed something.

II. What Suggestions Can You Offer For The Next Group Of Parents?

Breckinridge

1. I liked being able to come to school with my children and staying. If you could work that out again, I think it'll help.

2. I would have liked seeing my own children participating.

3. Even though I think it's important to volunteer and be a part of school, I already do those things. It's time other parents get involved. Maybe making home visits to these people who aren't helping their children would work.

4. Having a regular meeting room would be good. First we meet in the lunchroom, then the auditorium, and then this little room. I kind of felt that the school didn't think we were important.

South Park

1. Maybe the next time, if all the people live near each other, they could meet at someone's house.

2. I know we were supposed to donate the games and things that we make to the school, but I wanted to take mine home because I work and don't have as much involvement with school as other mothers. Playing the games and things at home makes me feel like I'm doing something for my son.

3. I already do a lot of the things we talked about with my children. I'd like to see more working parents get involved like taking their children and showing them where they work. It's too bad we couldn't go to places like the vocational schools to look at the opportunities there.

4. The session on self-awareness might have been better if we brought our own children with us. Then there wouldn't have been the time to wait in-between bringing back information to the next session to talk about.

Western

1. Even though the posters looked nice, I think there were better things for me to do at home besides cut-out magazines pictures. Why not just donate magazines to the school for the children to cut pictures out of.

2. The posters did seem confusing. I didn't understand why we were doing them. Making games made more sense.

3. Instead of donating things to school, I'd like to learn more things to do at home; books to get at the library; magazines to order; T.V. programs and questions to ask my children.

4. I would have liked to have played more of the games myself. I learned some things about jobs I didn't know before.

Fairdale

1. Just to come and show that they're interested.

2. Tell more about what kinds of jobs are available today.

3. I think it would be nice of each person in the group would bring in what their sons or daughters would like to be, and then find out what classes would be required of them in high school. Then take the parent and student to the place of that chosen profession.

4. Find out if possible what their children are taking in elections and maybe discuss that particular thing at one session. Keep it informal like you have done. It's easier to talk when it's informal. Hope that the weather doesn't make you have to skip sessions!

Project E.P.I.C.
Career Education Program
Parent Group Workshop Summary
Breckinridge and South Park

1. The purposes for having the workshops were:

clearly stated		6	5	4	3	2	1	unknown to me
Breckinridge	N	8	0	0	0	0	2	
	%	80	0	0	0	0	20	
South Park	N	4	0	2	0	0	0	
	%	67	0	33	0	0	0	

2. The topics for discussion were:

useful		6	5	4	3	2	1	of little value
Breckinridge	N	8	2	0	0	0	0	
	%	80	20	0	0	0	0	
South Park	N	5	1	0	0	0	0	
	%	83	17	0	0	0	0	

3. The classroom visitations were:

very informative		6	5	4	3	2	1	of little value
Breckinridge	N	9	1	0	0	0	0	
	%	90	10	0	0	0	0	
South Park	N	4	1	1	0	0	0	
	%	67	17	17	0	0	0	

4. Making instructional activities were:

enjoyable		6	5	4	3	2	1	boring
Breckinridge	N	10	0	0	0	0	0	
	%	100	0	0	0	0	0	
South Park	N	6	0	0	0	0	0	
	%	100	0	0	0	0	0	

5. Making instructional activities for the classroom will be:

very useful		6	5	4	3	2	1	of little value
Breckinridge	N	9	1	0	0	0	0	
	%	90	10	0	0	0	0	

South Park	N	6	0	0	0	0	0
	%	100	0	0	0	0	0

6. Overall, I feel that what I've learned from this workshop will be:

very useful		6	5	4	3	2	1 of little value
Breckinridge	N	10	0	0	0	0	0
	%	100	0	0	0	0	0
South Park	N	5	1	0	0	0	0
	%	83	17	0	0	0	0

7. My knowledge of career education has increased as a result of the workshop.

increased a lot		6	5	4	3	2	1 not increased
Breckinridge	N	9	1	0	0	0	0
	%	90	10	0	0	0	0
South Park	N	4	2	0	0	0	0
	%	67	33	0	0	0	0

8. Becoming involved in another career related workshop is of:

great interest		6	5	4	3	2	1 no interest
Breckinridge	N	7	3	0	0	0	0
	%	70	30	0	0	0	0
South Park	N	3	3	0	0	0	0
	%	50	50	0	0	0	0

9. Becoming involved in another career related workshop without receiving a stipend is of:

great interest		6	5	4	3	2	1 no interest
Breckinridge	N	2	1	3	0	1	3
	%	20	10	30	0	10	30
South Park	N	2	2	0	1	1	0
	%	33	33	0	17	17	0

Project E.P.I.C.
Career Education Program
Parent Group Workshop Summary

1. This workshop was designed to meet a need of the participants:

met a need		6	5	4	3	2	1	met no need
Western	N	9	8	4	0	0	0	
	%	43	38	19	0	0	0	
Fairdale	N	6	9	1	0	0	0	
	%	38	56	6	0	0	0	

2. The purposed for having the workshop were:

clearly stated		6	5	4	3	2	1	unknown to me
Western	N	8	11	2	0	0	0	
	%	38	52	10	0	0	0	
Fairdale	N	4	8	4	0	0	0	
	%	25	50	25	0	0	0	

3. The activities and/or training accomplished:

its purposes		6	5	4	3	2	1	nothing
Western	N	7	13	1	0	0	0	
	%	33	62	5	0	0	0	
Fairdale	N	3	8	5	0	0	0	
	%	19	50	31	0	0	0	

4. The workshop was:

well organized		6	5	4	3	2	1	poorly organized
Western	N	10	7	4	0	0	0	
	%	48	33	19	0	0	0	
Fairdale	N	8	7	1	0	0	0	
	%	50	44	6	0	0	0	

5. Overall, I feel that what I've learned from this workshop will be:

		6	5	4	3	2	1	
very useful								of little value
Western	N	11	9	1	0	0	0	
	%	52	43	5	0	0	0	
Fairdale	N	7	7	2	0	0	0	
	%	44	44	13	0	0	0	

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EXHIBIT 8

MANAGEMENT INFORMATION SYSTEM REPORTS

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 01
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 11 : 22 : 77
ACCOMP. : Y

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETED TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE AND LESSON PLANS ON
FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 11 : 22 : 77
ACCOMP. : Y

DOCUMENTATION

SUMMARY REPORT ON FILE IN CAREER EDUCATION
OFFICE

OBJECTIVE : COORDINATE THE GUIDANCE ACTIVITIES
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 03 : 77
ACCOMP. : N

OBJECTIVE : COORDINATE PRACTICAL ARTS ACTIVITIES
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE SUPPLEMENTARY ACTIVITIES
PERIOD : 01
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 08 : 10 : 77
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE SUPPLEMENTARY ACTIVITIES
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 08 : 10 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETED HANDBOOK ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : PREPARE TECHNIQUES BOOKLET
PERIOD : 01
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 10 : 01 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETED SUPPLEMENTS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : PREPARE TECHNIQUES BOOKLET
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 10 : 01 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETED SUPPLEMENTS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE PLACEMENT ACTIVITIES
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT

ENDING DATE : 11 : 23 : 77
ACCOMP. : N

DOCUMENTATION
COMPLETED SUPPLEMENTS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : IMPLEMENT INTERNSHIP PROGRAM
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : N

DOCUMENTATION
COMPLETED SUPPLEMENTS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : IMPLEMENT INTERNSHIP PROGRAM
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : PLACE STUDENTS
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETED INTERNSHIP BOOKLET

OBJECTIVE : EVALUATE STUDENT EXPERIENCE
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : N

OBJECTIVE : EVALUATE STUDENT EXPERIENCE
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

VISUAL DISPLAYS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE EMPLOYER EXPERIENCE
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : N

DOCUMENTATION

SUMMARY AND PROCESS DESIGN AND ANALYSIS ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : EVALUATE EMPLOYER EXPERIENCE
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

LETTERS AND CERTIFICATES SENT TO SPONSORS

OBJECTIVE : ORIENTATION FOR PRINCIPALS-LIBRARIAN-COUNSELORS-TEACHERS
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 26 : 77
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : ORIENTATION FOR PRINCIPALS-LIBRARIAN-COUNSELORS-TEACHERS
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : N

OBJECTIVE : CONDUCT ORIENTATION
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 26 : 77
ACCOMP. : Y

DOCUMENTATION

MEETING HELD

OBJECTIVE : CONDUCT ORIENTATION
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 23 : 77
ACCOMP. : N

OBJECTIVE : EVALUATE ORIENTATION
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 26 : 77
ACCOMP. : Y

OBJECTIVE : EVALUATE ORIENTATION
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : N

OBJECTIVE : CONDUCT PRE-IN-SERVICE TRAINING
PERIOD : 01
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 09 : 24 : 77
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT PRE-IN-SERVICE TRAINING
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 26 : 77
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREEREDUCATION OFFICE

OBJECTIVE : CONDUCT PRE-IN-SERVICE TRAINING
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 19 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETED TRAINING MODULE ON FILE IN
CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE TRAINING
PERIOD : 01
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 09 : 24 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETED EVALUATION FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE TRAINING
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 26 : 77
ACCOMP. : Y

OBJECTIVE : EVALUATE TRAINING
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 19 : 77
ACCOMP. : Y

OBJECTIVE : ANALYZE DATA
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 26 : 77
ACCOMP. : Y

OBJECTIVE : ANALYZE DATA
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 08 : 19 : 77
ACCOMP. : Y

DOCUMENTATION

WRITTEN SUMMARY OF FEEDBACK ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : PROVIDE FEEDBACK
PERIOD : 01
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 09 : 24 : 77
ACCOMP. : Y
DOCUMENTATION
REPORT SENT

OBJECTIVE : ADMINISTER EVALUATED INSTRUMENTS
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : ADMINISTER EVALUATED INSTRUMENTS
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : ANALYZE DATA
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : ANALYZE DATA
PERIOD 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 03 : 77
ACCOMP. : Y

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 11 : 22 : 77
ACCOMP. : Y

OBJECTIVE : ANALYZE DATA
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 03 : 77
ACCOMP. : Y

DOCUMENTATION
SUMMARY ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : ANALYZE DATA
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 11 : 22 : 77
ACCOMP. : Y

DOCUMENTATION
SUMMARY OF RECOMMENDATIONS

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 01
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 11 : 17 : 77
ACCOMP. : Y

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

AGENDA ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE TRAINING
PERIOD : 01
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 09 : 17 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETED EVALUATION FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE TRAINING
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : EVALUATE TRAINING
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : PROVIDE FEEDBACK TO PARTICIPANTS
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : PROVIDE FEEDBACK TO PARTICIPANTS
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : DEMONSTRATE TEACHING STRATEGIES
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : DEMONSTRATE TEACHING STRATEGIES
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 11 : 22 : 77
ACCOMP. : Y

OBJECTIVE : PROVIDE FEEDBACK TO TEACHERS
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

EVALUATION FORM ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : PROVIDE FEEDBACK TO TEACHERS
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 11 : 22 : 77
ACCOMP. : Y

OBJECTIVE : CONDUCT PLANNING SESSIONS WITH INDIVIDUAL TEACHERS
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

OBJECTIVE : CONDUCT PLANNING SESSIONS WITH INDIVIDUAL TEACHERS
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 11 : 22 : 77
ACCOMP. : Y

DOCUMENTATION

AGENDA ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : EVALUATE SESSIONS
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

OBJECTIVE : EVALUATE SESSIONS
PERIOD : 01
LOCATION : BRECKINRIDGE
PARTICIPANT : TRAINING SPECIALIST
ENDING DATE : 11 : 22 : 77
ACCOMP. : Y

DOCUMENTATION

SUMMARY OF SESSIONS

OBJECTIVE : PROVIDE ORIENTATION TO CAREER EDUCATION PROGRAM
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 30 : 78
ACCOMP. : Y

OBJECTIVE : CONDUCT ORIENTATIONS
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 30 : 78
ACCOMP. : Y

OBJECTIVE : OBTAIN FEEDBACK
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 78 : 30 : YE
ACCOMP. : Y

DOCUMENTATION
FORMS ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : MEET WITH ADVISORY COUNCIL
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION
AGENDA ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : ESTABLISH PARENT COMMUNITY VOLUNTEER SYSTEM
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

OBJECTIVE : ESTABLISH PLAN FOR VOLUNTEER SYSTEM
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION

WRITTEN PLAN OF ACTION ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : SCHEDULE VOLUNTEERS
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION

SCHEDULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : RECORD DATA
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION

DATA ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : ADMINISTER ATTITUDE SURVEY
PERIOD : 01
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

OBJECTIVE : PROVIDE ON SITE CLASSROOM VISITATION
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

OBJECTIVE : CONDUCT VISITATIONS
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

WRITTEN SUMMARIES OF ORIENTATION SESSION ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : RECORD VISITATIONS
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

VISITATIONS DOCUMENTED

OBJECTIVE : PRESENT PROGRAM AT CONFERENCES
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

DOCUMENTATION

COMPLETE PROGRAM FOR STATE DISSEMINATED PROGRAM ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : HOST REGIONAL IN-SERVICE IN CO-OPERATION WITH THE UNIVERSITY
PERIOD : 01
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 11 : 23 : 77
ACCOMP. : Y

1977-78 SECOND QUARTER ACCOMPLISHMENT REPORT PAGE 1

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 01 : 21 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MODULE ATTENDANCE RECORD AND EVALUATION FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 01 : 21 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MODULES AND ATTENDANCE RECORDS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED LESSON PLANS

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 10 : 78
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE FOR INSERVICE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE GUIDANCE ACTIVITIES
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : Y

OBJECTIVE : COORDINATE THE GUIDANCE ACTIVITIES
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MODULES ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE GUIDANCE ACTIVITIES
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

OBJECTIVE : PLAN THE GUIDANCE PROGRAM
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 05 : 78
ACCOMP. : Y

DOCUMENTATION

PRINTED SCHEDULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE SUPPLEMENTARY ACTIVITIES
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MATH SUPPLEMENTS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE SUPPLEMENTARY ACTIVITIES
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MATH SUPPLEMENTS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : IMPLEMENT INTERNSHIP PROGRAM
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

OBJECTIVE : PLACE STUDENTS
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

OBJECTIVE : EVALUATE STUDENT EXPERIENCE
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

OBJECTIVE : EVALUATE STUDENT EXPERIENCE
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : EVALUATE EMPLOYER EXPERIENCE
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

OBJECTIVE : ORIENTATION FOR PRINCIPALS-LIBRARIAN-COUNSELORS-TEACHERS
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : ORIENTATION FOR PRINCIPALS-LIBRARIAN-COUNSELORS-TEACHERS
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : CONDUCT ORIENTATION
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 02 : 08 : 78
ACCOMP. : Y

DOCUMENTATION

SCHEDULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT ORIENTATION
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : EVALUATE ORIENTATION
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

DOCUMENTATION

SUMMARIES OF DATA ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : EVALUATE ORIENTATION
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : CONDUCT PRE-IN-SERVICE TRAINING
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

DOCUMENTATION
COMPLETED TRAINING MODULE ON FILE IN
CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT PRE-IN-SERVICE TRAINING
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : EVALUATE TRAINING
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

OBJECTIVE : EVALUATE TRAINING
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : ANALYZE DATA
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 08 : 78
ACCOMP. : Y

DOCUMENTATION
GAINS LISTED ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : ANALYZE DATA
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 04 : 03 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : N

OBJECTIVE : EVALUATE TRAINING
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : EVALUATE TRAINING
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 04 : 03 : 78
ACCOMP. : Y

DOCUMENTATION

EVALUATION FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE TRAINING
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : N

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

OBJECTIVE : ANALYZE DATA
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

OBJECTIVE : ANALYZE DATA
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION
COPY OF OBSERVATIN REPORT ON FILE IN
CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : PROVIDE FEEDBACK TO PARTICIPANTS
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 04 : 03 : 78
ACCOMP. : Y

OBJECTIVE : PROVIDE FEEDBACK TO PARTICIPANTS
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : N

OBJECTIVE : DEMONSTRATE TEACHING STRATEGIES
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : DEMONSTRATE TEACHING STRATEGIES
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : DEMONSTRATE TEACHING STRATEGIES
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

OBJECTIVE : PROVIDE FEEDBACK TO TEACHERS
PERIOD : 02
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 03 : 03 : 78
ACCOMP. : N

OBJECTIVE : PROVIDE FEEDBACK TO TEACHERS
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION
DATA ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : CONDUCT PLANNING SESSIONS WITH INDIVIDUAL TEACHERS
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION
COPIES OF PLANNING SESSIONS ON FILE IN
CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE SESSIONS
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION
SUMMARY AND PROCESS DESIGN AND ANALYSIS ON FILE IN OFFICE OF CAREER
EDUCATION

OBJECTIVE : PROVIDE ORIENTATION TO CAREER EDUCATION PROGRAM
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 30 : 78
ACCOMP. : N

OBJECTIVE : MEET WITH ADVISORY COUNCIL
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : N

OBJECTIVE : ESTABLISH PARENT COMMUNITY VOLUNTEER SYSTEM
PERIOD : 02
LOCATION : CENTRAL SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : N

OBJECTIVE : PROVIDE ON SITE CLASSROOM VISITATION
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION

OUTLINE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT VISITATIONS
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION

SCHEDULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : RECORD VISITATIONS
PERIOD : 02
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 05 : 31 : 78
ACCOMP. : Y

DOCUMENTATION

DOCUMENTED RECORD OF VISITS ON FILE

1977-78 THIRD QUARTER ACCOMPLISHMENT REPORT PAGE 1

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETE EVALUATION FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

ATTENDANCE RECORD ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE CAREER INSTRUCTIONAL CONTENT MODEL
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE GUIDANCE ACTIVITIES
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED TRAINING MODULES ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE THE GUIDANCE ACTIVITIES
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : COORDINATE THE GUIDANCE ACTIVITIES
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78

OBJECTIVE : PLAN THE GUIDANCE PROGRAM
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : PLAN THE GUIDANCE PROGRAM
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREFR
EDUCATION OFFICE

OBJECTIVE : COORDINATE PRACTICAL ARTS ACTIVITIES
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER
EDUCATION OFFICE

OBJECTIVE : EVALUATE STUDENTS
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

OBJECTIVE : COORDINATE SUPPLEMENTARY ACTIVITIES
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MATH SUPPLEMENTS ON FILE IN
CAREER EDUCATION OFFICE

OBJECTIVE : COORDINATE SUPPLEMENTARY ACTIVITIES
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED SUPPLEMENTS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : IMPLEMENT INTERNSHIP PROGRAM
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : N

OBJECTIVE : ORIENTATION FOR PRINCIPALS-LIBRARIAN-COUNSELORS-TEACHERS
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : ORIENTATION FOR PRINCIPALS-LIBRARIAN-COUNSELORS-TEACHERS
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : CONDUCT ORIENTATION
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

ATTENDANCE RECORD AND AGENDA ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT ORIENTATION
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MODULE ON FILE IN CARR
ER
OFFICE

OBJECTIVE : EVALUATE ORIENTATION
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED EVALUATION FORMS ON FILE

OBJECTIVE : EVALUATE ORIENTATION
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : OBSERVATION IN CLASSROOM
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED AGENDA ON FILE IN THE OFFICE OF CAREER EDUCATION

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

ATTENDANCE RECORDS ON FILE

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

ATTENDANCE RECORDS ON FILE

OBJECTIVE : CONDUCT MONTHLY WORKSHOPS
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULE ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE TRAINING
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION
COMPLETED EVALUATION FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE TRAINING
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION
COMPLETED EVALUATION FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE TRAINING
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION
SCHEDULE OF MEETING TIME

OBJECTIVE : PROVIDE FEEDBACK TO PARTICIPANTS
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION
SCHEDULE OF VISITATIONS ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : PROVIDE FEEDBACK TO PARTICIPANTS
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 73
ACCOMP. : Y

OBJECTIVE : PROVIDE FEEDBACK TO PARTICIPANTS
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

OBJECTIVE : DEMONSTRATE TEACHING STRATEGIES
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

OBJECTIVE : PROVIDE FEEDBACK TO TEACHERS
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

OBJECTIVE : CONDUCT PLANNING SESSIONS WITH INDIVIDUAL TEACHERS
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION
AGENDA ON FILE IN OFFICE OF CAREER EDUCATION

OBJECTIVE : CONDUCT PLANNING SESSIONS WITH INDIVIDUAL TEACHERS
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION
COMPLETED AGENDA ON FILE IN THE OFFICE OF CAREER EDUCATION

OBJECTIVE : CONDUCT PLANNING SESSIONS WITH INDIVIDUAL TEACHERS
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

WRITTEN PLAN ON FILE IN THE OFFICE OF CAREER EDUCATION

OBJECTIVE : EVALUATE SESSIONS
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED SUMMARY FORMS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE SESSIONS
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

SUMMARY OF SESSIONS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : EVALUATE SESSIONS
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

WRITTENRECOMMENDATIONS

OBJECTIVE : CONDUCT POST-SERVICE TRAINING
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 21 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MODULES ON FILE

OBJECTIVE : CONDUCT POST-SERVICE TRAINING
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 30 : 78
ACCOMP. : Y

DOCUMENTATION

WRITTEN MODULES ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT POST-SERVICE TRAINING
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

TRAINING MODULES ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : PROVIDE ORIENTATION TO CAREER EDUCATION PROGRAM
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 05 : 06 : 78
ACCOMP. : Y

DOCUMENTATION

COMPLETED MODULES ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : PROVIDE ORIENTATION TO CAREER EDUCATION PROGRAM
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

WRITTEN MODULES ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT ORIENTATIONS
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 05 : 18 : 78
ACCOMP. : Y

DOCUMENTATION

ATTENDANCE RECORDS ON FILE IN CAREER EDUCATION OFFICE

OBJECTIVE : CONDUCT ORIENTATIONS
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : PROVIDE ON SITE CLASSROOM VISITATION
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

RECORD OF VISITATIONS ON FILE AND REQUEST FOR CORRESPONDENCE ON FILE

OBJECTIVE : PROVIDE ON SITE CLASSROOM VISITATION
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION

COPY OF SCHEDULE ON FILE IN THE OFFICE OF CAREER EDUCATION

OBJECTIVE : PROVIDE ON SITE CLASSROOM VISITATION
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

COPY OF SCHEDULE ON FILE IN THE OFFICE OF CAREER EDUCATION

OBJECTIVE : CONDUCT VISITATIONS
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : CONDUCT VISITATIONS
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

DOCUMENTATION
RECORD OF VISITATIONS ON FILE

OBJECTIVE : CONDUCT VISITATIONS
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

OBJECTIVE : RECORD VISITATIONS
PERIOD : 03
LOCATION : SOUTH PARK
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : RECORD VISITATIONS
PERIOD : 03
LOCATION : BRECKINRIDGE
PARTICIPANT : ELEMENTARY CONSULTANT
ENDING DATE : 06 : 01 : 78
ACCOMP. : Y

OBJECTIVE : RECORD VISITATIONS
PERIOD : 03
LOCATION : FAIRDALE SENIOR
PARTICIPANT : HIGH SCHOOL CONSULTANT
ENDING DATE : 06 : 09 : 78
ACCOMP. : Y

DOCUMENTATION

VISIT DOCUMENTED AND ON FILE

CAREER EDUCATION

PROCESS EVALUATION INSTRUMENTS

1977-78

Program:_____ School:_____ School Year: 19___--19___

Name:_____ Room#_____ Date:_____ Quarter:_____

		Teacher/Observer Comments
Career Related Learning/Interest Centers		
Career Related Bulletin Boards		
Curriculum Integration a. discussions b. speakers c. field trips d. role-playing e. learning/ interest centers f. other g. none	___ ___ ___ ___ ___ ___ ___	
Number of Speakers		
Number of field trips		

Observer:_____

CAREER EDUCATION PROGRAM
Teacher Questionnaire

School Location No._____

We are asking you to help in the evaluation of the Career Education Program. It is very important for us to have information from you. Please take a few minutes of your time to complete this questionnaire and return to Research and Evaluation Unit, Brown Education Center, Room 1305. Thank you!

1. Do students show an eagerness to participate in the program by requesting or showing interest in: (Please put a checkmark under the response that best indicates your opinion).

	Very Interested	Some Interest	No Interest
(a) Speakers relative to Career Education	_____	_____	_____
(b) Field trips relative to Career Education	_____	_____	_____
(c) Career related discussions	_____	_____	_____
(d) Interest/learning centers relative to Career Education	_____	_____	_____
(e) Shadowing experiences (Middle and Jr. High)	_____	_____	_____
(f) Internships (Senior High)	_____	_____	_____

2. Please check the areas where you have received support from the following:

	Elem. or Second. Super-visor	Prin-cipal	Coun-selor	Career Ed. Staff Trainer	Career Education Director
(a) Understanding Career Education concepts	_____	_____	_____	_____	_____
(b) Individual lesson planning along a career theme	_____	_____	_____	_____	_____
(c) Gathering career related materials	_____	_____	_____	_____	_____
(d) Developing career related bulletin boards	_____	_____	_____	_____	_____
(e) Obtaining learning center materials	_____	_____	_____	_____	_____

	Elem. or Secon. Super visor	Prin- cipal	Coun- selor	Career Ed. Staff Trainer	Career Education Director
(f) Developing self-concept activities	____	____	____	____	____
(g) Securing speakers relative to Career Education	____	____	____	____	____
(h) Scheduling field trips relative to Career Education	____	____	____	____	____
(i) Developing interviewing skills	____	____	____	____	____
(j) Developing role-playing activities	____	____	____	____	____
(k) Providing in-service	____	____	____	____	____
(l) Providing encouragement and reinforcement	____	____	____	____	____

3. Do you find the following to be a useful way to blend Career Education into the curriculum. (Please put a checkmark under the response that best indicates your opinion).

	Useful	Somewhat Useful	Of Little Value	Have Not Used
(a) Learning centers	____	____	____	____
(b) Discussion	____	____	____	____
(c) Bulletin boards	____	____	____	____
(d) Interviewing	____	____	____	____
(e) Role-playing	____	____	____	____
(f) Hands-on-activities	____	____	____	____
(g) Resource materials	____	____	____	____
(h) Field trips	____	____	____	____
(i) Student research	____	____	____	____
(j) Shadowing experiences (Middle and Jr. High)	____	____	____	____
(k) Internship (Senior High)	____	____	____	____

4. Have you encountered problems integrating the Career Education concept into the regular instructional program in any of the following areas: (Please put a checkmark under the response that best indicates your opinion).

	Serious Problems	Few Problems	No Problems
(a) Speakers not available	_____	_____	_____
(b) Not enough training	_____	_____	_____
(c) Materials not available	_____	_____	_____
(d) Lesson planning	_____	_____	_____
(e) Lack of occupational information	_____	_____	_____

5a. Have you had difficulty contacting the Career Education Consultant for your school?

Yes_____ No_____

b. If yes, indicate the reason.

CAREER EDUCATION PROGRAM
STUDENT SURVEY
Grades 1-3

Teachers: Please read each statement aloud to the students and have them put a check under the face that indicates how they feel.

Like

Dislike

Don't Know

1. Learning about different jobs.

2. Talking to the people who come to my class and tell me about the kinds of jobs they do.

3. Reading about all the kinds of jobs that people do.

4. Playing games to learn about different jobs.

5. Going on field trips to see what people do on different jobs.

6. Seeing and touching the tools that people use on their jobs.

7. Talking with my teacher and the rest of my class about different jobs.

8. Talking with my parents about what I have learned about different jobs.

9. I want to learn more about all kinds of jobs.

CAREER EDUCATION PROGRAM

STUDENT SURVEY
Grades 4-5

Read each statement and put a check (✓) under the response that shows how you feel.

	Like	Don't like	It's O.K.
1. Learning about the different jobs that people do.	☐	☐	☐
2. Talking to people about the kind of work they do.	☐	☐	☐
3. Reading about all the kinds of jobs people do.	☐	☐	☐
4. Playing games to learn about different jobs.	☐	☐	☐
5. Going on field trips to see what people do on different jobs.	☐	☐	☐
6. Seeing and touching the tools that people use on their jobs.	☐	☐	☐
7. Talking with my teacher and the rest of my class about different jobs.	☐	☐	☐
8. Talking with my parents about what I have learned about different jobs.	☐	☐	☐

	Like Very Much	Would not Like	I Don't Care
9. I would like to learn more about all kinds of jobs.	☐	☐	☐

CAREER EDUCATION PROGRAM
STUDENT SURVEY
Grades 6-12

1. How much have you studied about jobs this year?

A Lot	Some	Very Little	None At All
_____	_____	_____	_____

2. Would you like to have studied more

A Lot	Some	Very Little	None At All
_____	_____	_____	_____

3. Do you think reading, writing, and math skills are important in helping you get a good job?

Very Important	Somewhat Important	Of Little Importance	Not Important
_____	_____	_____	_____

4. How often do you talk about careers at home?

Very Often	Some	Very Little	Not At All
_____	_____	_____	_____

5. Check the people with whom you have discussed your career goals (more than one may be checked).

Teachers	Principal	Counselor	Parents
_____	_____	_____	_____

6. Which of these people would you have liked to talk more to about your career goals (more than one may be checked)?

Teachers	Principal	Counselor	Parents
_____	_____	_____	_____

Which of the following have been helpful to you in your thinking about careers? (More than one may be checked.)

7. Interviewing speakers about their jobs _____
8. Going on field trips to see what people do on certain jobs _____
9. Class discussions on different careers _____
10. Doing your own research on careers _____

11. Shadowing (following) people on their jobs to see what they do _____

12. Internship (senior-actually working on a job) _____

13. Other (Please list them) _____

14. Is there anything that you feel would improve the Career Education Program at your school?

CAREER EDUCATION PROGRAM
PARENT SURVEY

We are currently conducting an evaluation of the Career Education Program at your child's school. We are asking parents to help us in this evaluation. Please fill out the following survey and return it to the school by your child. Thank you!

1. How much have you heard about the Career Education Program at your child's school?

A Lot	Some	Very Little	Haven't Heard
_____	_____	_____	_____

Please check the source(s) from which you heard about the program.

2. Your child _____
3. A P.T.A. meeting _____
4. A workshop _____
5. The Newsletter _____
6. Other (please list) _____

7. Is learning about possible careers (jobs) as important to your child's education as reading, writing, and math?

Very Important	Somewhat Important	Not Important	Don't Know
_____	_____	_____	_____

8. In your opinion, when should students begin learning about different careers (jobs)?

Elementary K-5	Middle 6-8	Senior 9-12	In All Grades K-12
_____	_____	_____	_____

9. How interested does your child seem to be in the Career Education Program at his or her school?

Very Interested	A Little Interested	Not Interested	Don't Know
_____	_____	_____	_____

Please check the following item(s) that describes how your child shows his or her interest in the program.

10. Talks about the program _____
11. Brings home career related projects _____
12. Talks about field trips and speakers they have had on different careers _____
13. Shows more interest in what people do on different jobs _____
14. Talks about what he or she wants to do in the future. _____
15. Other (please list) _____

16. Should Career Education be continued as a regular part of the curriculum?

Yes	No	Don't Know
____	____	____

17. Are you receiving enough information about the Career Education Program at your child's school?

Yes	No
____	_____

18. In what ways can parents be involved in Career Education?

19. Please list any suggestions you may have that you feel would make the Career Education Program at your child's school more successful?